

Witness Statement

Dr Camille Nurka

I, Camille Nurka, of [REDACTED], declare as follows:

Background/Experience

1. I have worked as a casual (“sessional”) academic at a number of Australian universities since March 2000, including the University of Sydney, the University of Melbourne, the University of New South Wales, Western Sydney University and La Trobe University.
2. That work has included tutoring and lecturing in a range of units, as well as co-ordinating both undergraduate and postgraduate subjects (see summary of my employment history in the higher education sector in Attachment CN-1).
3. My discipline area is Gender Studies.
4. My evidence in relation to casual academic employment is based both on my own experience as a casual employee, and on many conversations with fellow casual academics over the years about our shared experience of casual employment with universities.

Requirement to know and comply with university policies, procedures and guidelines

5. Included in the teaching role, whether casual or otherwise, is the inherent requirement of the work, and the expectation of the employing university that the employee be familiar with university policy. This may involve reading through extensive and multi-layered policies and procedures. An example of such can be

found on the University of Melbourne's website at

<https://policy.unimelb.edu.au/audience/Academics>. That page includes the

following links under the heading 'Key policy documents relevant for

Academics'. There are 145 policies listed:

- [Aboriginal and Torres Strait Islander Cultural Heritage Policy](#) (MPF1289)
- [Academic Appointment, Performance and Promotion Policy](#) (MPF1299)
- [Academic Freedom of Expression Policy](#) (MPF1224)
- [Academic Progress Review Policy](#) (MPF1291)
- [Advancement Policy](#) (MPF1133)
- [Allowances Procedure](#) (MPF1168)
- [Annual Leave Procedure](#) (MPF1136)
- [Appointment Types Procedure](#) (MPF1214)
- [Assessment and Results Policy](#) (MPF1326)
- [Asset Management Policy](#) (MPF1075)
- [Asset Management Procedure](#) (MPF1076)
- [Authorship Dispute Resolution Procedure](#) (MPF1039)
- [Authorship Policy](#) (MPF1181)
- [Authorship Procedure](#) (MPF1041)
- [Bank Accounts and Foreign Exchange Procedure](#) (MPF1234)
- [Branding Policy](#) (MPF1193)
- [Categories of Employment Procedure](#) (MPF1154)
- [Centres and Institutes for Research and Research Training Policy](#) (MPF1020)
- [Chart of Accounts and Finance System Procedure](#) (MPF1084)
- [Child Protection for Australian Aid Projects Procedure](#) (MPF1266)
- [Collections Policy](#) (MPF1309)
- [Commercial Activities and Joint Undertakings Policy](#) (MPF1098)
- [Commercial Activities and Joint Undertakings Procedure](#) (MPF1099)
- [Conflict of Interest Procedure](#) (MPF1162)
- [Conscientious Objection to Animal Use Procedure](#) (MPF1182)
- [Containment Facility Internal Certification Policy](#) (MPF1195)
- [Containment Facility Internal Certification Procedure](#) (MPF1151)
- [Contractors and Consultants Policy](#) (MPF1131)
- [Contracts Policy](#) (MPF1247)
- [Contracts Procedure](#) (MPF1249)
- [Courses, Subjects, Awards and Programs Policy](#) (MPF1327)
- [Credit, Advanced Standing and Accelerated Entry Policy](#) (MPF1293)
- [Debtors and Debt Collection Procedure](#) (MPF1078)
- [Delegations Policy](#) (MPF1301)
- [Diagnostic English Language Assessment \(DELA\) Procedure](#) (MPF1071)
- [Discrimination, Sexual Harassment and Bullying Procedure](#) (MPF1230)
- [Elections Policy](#) (MPF1146)
- [Employment Types Procedure](#) (MPF1215)
- [Engaging Independent Contractors Procedure](#) (MPF1132)
- [Enrolment and Timetabling Policy](#) (MPF1294)
- [Environmental Policy](#) (MPF1245)

- [Equal Opportunity Policy](#) (MPF1241)
- [Establishment and Award of Student Awards Policy](#) (MPF1062)
- [Executive Education and Short Courses Policy](#) (MPF1008)
- [Family \(Carer's\) Leave Procedure](#) (MPF1127)
- [Flexible Work Arrangements Procedure](#) (MPF1155)
- [Gifts Procedure](#) (MPF1163)
- [Graduate Research Training Policy](#) (MPF1321)
- [Graduation Policy](#) (MPF1055)
- [Health and Safety Policy](#) (MPF1205)
- [Honorary Appointments and University Visitors Procedure](#) (MPF1156)
- [Human Remains and Burial Artefacts Policy](#) (MPF1226)
- [Infectious Agent Project Approval Policy](#) (MPF1246)
- [Infectious Agent Project Approval Procedure](#) (MPF1153)
- [Infectious Agent Reporting Policy](#) (MPF1250)
- [Infectious Agent Reporting Procedure](#) (MPF1161)
- [Infectious Disease and Quarantine Leave Procedure](#) (MPF1128)
- [Information Security Policy](#) (MPF1270)
- [Intellectual Property Policy](#) (MPF1320)
- [International Student Critical Incident Procedure](#) (MPF1239)
- [Job Classification and Linked Advancement Procedure](#) (MPF1157)
- [Leave Policy](#) (MPF1135)
- [Leave Without Salary Procedure](#) (MPF1134)
- [Leaving the University Policy](#) (MPF1142)
- [Leaving the University Procedure](#) (MPF1143)
- [Long Service Leave Procedure](#) (MPF1138)
- [Major Projects Policy](#) (MPF1114)
- [Management of Alcohol at Events Procedure](#) (MPF1268)
- [Management of Research Data and Records Policy](#) (MPF1242)
- [Managing Investments Procedure](#) (MPF1080)
- [Managing the General Ledger and Journals Procedure](#) (MPF1081)
- [Managing University Finances Policy](#) (MPF1077)
- [Meeting Student Expectations Procedure](#) (MPF1059)
- [Membership Subscriptions Procedure](#) (MPF1169)
- [Outside Work Procedure](#) (MPF1129)
- [Parental Leave Procedure](#) (MPF1139)
- [Payments and Reimbursements Procedure](#) (MPF1082)
- [Performance Planning and Review Procedure](#) (MPF1147)
- [Policy Framework](#) (MPF1308)
- [Pre-Employment Procedure](#) (MPF1158)
- [Privacy Policy](#) (MPF1104)
- [Privileged Information Accessed Through Study Procedure](#) (MPF1060)
- [Probation and Confirmation Procedure](#) (MPF1148)
- [Procurement of Building Works Procedure](#) (MPF1088)
- [Procurement of Goods and Services Procedure](#) (MPF1089)
- [Procurement Policy](#) (MPF1087)
- [Property Policy](#) (MPF1115)
- [Provision and Acceptable Use of IT Policy](#) (MPF1314)
- [Receipting Procedure](#) (MPF1083)
- [Records Management Policy](#) (MPF1106)

- [Recruitment and Appointment Policy](#) (MPF1152)
- [Recruitment, Selection and Appointment Procedure](#) (MPF1159)
- [Recruitment, Selection and Appointment Procedure](#) (MPF1159)
- [Reduced Working Week Leave Scheme Procedure](#) (MPF1210)
- [Redundancy and Redeployment Procedure - Academic Staff](#) (MPF1144)
- [Relocation Policy](#) (MPF1126)
- [Relocation Procedure](#) (MPF1216)
- [Remuneration, Recognition and Working Conditions Policy](#) (MPF1223)
- [Research Funding and Fee for Service Activities Policy](#) (MPF1021)
- [Research Integrity and Misconduct Policy](#) (MPF1318)
- [Research Pricing Policy](#) (MPF1254)
- [Responsible Conduct and Expectations of Students Policy](#) (MPF1058)
- [Responsible Conduct of Staff Policy](#) (MPF1160)
- [Responsible Conduct of Students Procedure](#) (MPF1061)
- [Responsible Management and Use of Alcohol Policy](#) (MPF1267)
- [Revenue Policy](#) (MPF1092)
- [Revenue Processing Procedure](#) (MPF1093)
- [Review and Appeals Committee Procedure](#) (MPF1222)
- [Revocation of Awards Policy](#) (MPF1316)
- [Risk Management Policy](#) (MPF1194)
- [Salaries, Loadings and Benefits Procedure](#) (MPF1170)
- [Selection and Admission Policy](#) (MPF1295)
- [Sick Leave Procedure](#) (MPF1140)
- [Smoke-Free and Tobacco-Free Campuses Policy](#) (MPF1260)
- [Special Leave Procedure](#) (MPF1141)
- [Staff Development, Education and Performance Policy](#) (MPF1227)
- [Staff Development, Education and Training Procedure](#) (MPF1149)
- [Staff Induction Procedure](#) (MPF1150)
- [Staff Travel Policy](#) (MPF1300)
- [Staff Welfare Funds Procedure](#) (MPF1171)
- [Staff-Student Relationships Procedure](#) (MPF1137)
- [Student Academic Integrity Policy](#) (MPF1310)
- [Student Appeals to the Academic Board Policy](#) (MPF1323)
- [Student Complaints and Grievances Policy](#) (MPF1066)
- [Student General Misconduct Policy](#) (MPF1324)
- [Student Loans, Fees and Charges Policy](#) (MPF1325)
- [Student Support Procedure](#) (MPF1069)
- [Student Volunteering Procedure](#) (MPF1073)
- [Superannuation Procedure](#) (MPF1172)
- [Supervisor Eligibility and Registration Policy](#) (MPF1322)
- [Supplier Payment and Goods Receipting Procedure](#) (MPF1090)
- [Tender Requirements Procedure](#) (MPF1091)
- [Theft, Fraud and Corrupt Conduct Procedure](#) (MPF1166)
- [Transfer, Secondment and Exchange Procedure](#) (MPF1220)
- [Treatment of Tax Procedure](#) (MPF1085)
- [Trusts Accounting and Investments Procedure](#) (MPF1086)
- [Trusts Policy](#) (MPF1110)
- [University Honours and Recognition Policy](#) (MPF1235)
- [University Naming Policy](#) (MPF1201)

- [University Naming Procedure](#) (MPF1079)
- [Whistleblowers and Protected Disclosure Procedure](#) (MPF1217)
- [Work Experience Procedure](#) (MPF1228)
- [Work Hours and Related Conditions Procedure](#) (MPF1173)
- [Workplace Relations Policy](#) (MPF1179)
- [Workplace Relations Procedure](#) (MPF1180)

6. Many of these policy documents themselves link to further policies, legislation, and university resources. For example, the Policy on Discrimination, Sexual Harassment and Bullying Procedure (Attachment CN-2) lists the following 21 “Related Documents”:

- [Age Discrimination Act 2004 \(Cth\)](#)
- [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Equal Opportunity for Women in the Workplace Act 1999 \(Cth\)](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Human Resources website](#)
- [Information Privacy Act 2000 \(Vic\)](#)
- [Misconduct Procedure](#)
- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [Protected Disclosure Act 2012 \(Vic\)](#)
- [Racial and Religious Tolerance Act 2001 \(Vic\)](#)
- [Racial Discrimination Act 1975 \(Cth\)](#)
- [Responsible Conduct of Staff Policy](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Statute 1.7 – University Governance](#)
- [Statute 13.1 – Student Discipline](#)
- [University of Melbourne Enterprise Agreement 2013](#)
- [Victorian Charter of Human Rights and Responsibilities Act 2006](#)
- [Whistleblowers and Protected Disclosure Procedure](#)

7. The University of Melbourne “Responsible Conduct of Staff Policy” (Attachment CN-3) applies to casual academics, and provides, at 5.1, that “Staff will comply with the laws, regulations and codes of the State and Commonwealth, University statutes and regulations, the University’s Collective Agreement and University policies and procedures.”

8. While I would not claim to have read all of the policies listed at paragraph 5, I have read a number of them closely, including Assessment and Results Policy (particularly important); Equal Opportunity Policy; Health and Safety Policy; Responsible Conduct of Staff Procedure; Responsible Conduct of Students Procedure; Student Academic Integrity Policy; Student Complaints and Grievances Policy; and Student Support Procedure. I have needed to refer to some of those several times, and have looked through many of the others to check whether there is anything in particular which I need to note.
9. Other universities at which I have worked have had a similar array of policies, but the number and content of the policies differs at each university. It is necessary each time I start work at a new university to familiarise myself with that employer's particular policies. In addition, most university policies seem to be subject to regular review, and it is important to be aware of any changes relevant to my work. In my experience, there are some policy areas which, as a member of casual academic staff, I will never need to know. However, I am expected to be familiar with, and to comply with, a large number of policies in the course of my work. These include understanding the procedures, rules and general information on, for example, my own employment contract; occupational health and safety regulations; grading schemes; extensions and special consideration; hours and duties involved in student consultation; the location and contact details of the university facilities and programs that can assist students; how to accommodate students with special learning needs; how to identify student misconduct and plagiarism, and what to do if this happens; how to mark or when to reject late assessments; when or whether to suggest re-submission of assessment; what to do about contested grades; how to schedule assessments and exams; when to return

marked work; and when and how to distribute, collect and submit subject experience surveys. This is far from an exhaustive list, but it does provide a number of sound examples of the contexts in which I am expected to know, understand and apply policy in order to perform my teaching duties adequately.

10. Familiarisation with student support policy is particularly time-consuming, as, in order to be familiar with the policy on student support, one must learn about or be aware of how support services work and liaise between the services and students. In my roles as tutor and lecturer I have spent many hours reading the information provided on the websites of student support services, and, in some cases, I have met with support-services representatives. In its Student Support Procedure document (Attachment CN-4), the University of Melbourne lists 13 services:

- Counselling and Psychological Services
- University Health Service
- Academic Skills
- Disability Liaison
- Student Connect
- Careers and Employment
- Student Housing and Financial Aid
- Chaplaincy
- Children's Services
- International Student Services
- Melbourne Scholarships
- Murrup Barak Indigenous Student Programs
- University of Melbourne Student Union Advocacy Service

The types of services I have routinely read information about, or have contacted for information, both at Melbourne and other institutions, are those related to counselling and psychological services; academic skills; disability liaison; and international students. In relation to all of these, I have had to double-check policies as well, to ensure I am engaging appropriately.

11. Of the Universities I have worked at:

a. The University of Sydney has a Code of Conduct (Attachment CN-5) which applies to all staff including casual academics. That Code states, at 4, that “All staff and affiliates must ... comply with all applicable legislation, industrial instruments, professional codes of conduct or practice and University policies, including in relation to:

- the conduct of research;
- confidentiality and privacy of information;
- equal opportunity;
- health and safety policies and practices;
- efficient and effective use of University resources including information communication and technology resources; and
- protection of the University’s interests in intellectual property arising from its teaching and research.”

The University of Sydney Code of Conduct, then, provides twelve links to specific policies and procedures (or policy subject areas) with which staff are required to comply, many of which themselves link to further documents and policies.

b. The University of New South Wales Code of Conduct (Attachment CN-6) applies to casual academics. It states: “The Code has broad application. It

applies to all staff and affiliates of the University, regardless of their level or seniority. It covers all circumstances when staff and affiliates are performing work, duties or functions for the University, as well as related activities, such as work-related functions, travel, conferences and any circumstances when a person is representing the University.” It sets out a range of obligations which are each linked to relevant University policies and procedures.

- c. The Western Sydney University Code of Conduct (Attachment CN-7) provides, at 9, that “The University therefore expects its people to remain informed about, act within the spirit of, and comply with University policies, directions and relevant legislation, as well as any regulatory requirements of their discipline or profession. You should report breaches or non-compliance with legal obligations as such matters can affect people’s safety and security and involve legal liability.” As with the other universities, this Code applies to all staff, including casual academics.
- d. The La Trobe University Collective Agreement provides, at clause 9.1 that “Staff members must remain at all times subject to the law, terms of engagement and University Code of Conduct.” That Code of Conduct (Attachment CN-8) by its own terms applies to casual academics, and states:

“The Code is applicable to all staff, ... who are to uphold the values and comply with the code in the performance of their duties and in their endeavours. ...

The Code should be read in conjunction with the rules, policies, procedures and guidelines located in the [University Policy Library](#).

All staff and Members of the Council of the University must familiarise themselves with this Code. The Code cannot address every situation that may be encountered. Therefore, if faced with a difficulty, individuals must take reasonable action to clarify any concerns by reference to appropriate University policy or by direct contact with an appropriate University officer.”

12. The universities' expectation of me as a casual academic employee to be familiar with all university policies and procedures relevant to casual teaching positions falls under the category of work which, for waged academics, is designated as 'administration'.
13. I have not recorded systematically how long it has taken me on commencing employment with a university to familiarise myself, in a basic sense, with the most pertinent policies and their related services. Nevertheless, I can say with confidence that I would generally spend at least 10 hours, over the course of a semester, on researching policy and the support programs available to students, as well as something in the order of 2 hours in each subsequent semester, reviewing and keeping up to date with changes in policies.
14. In my role as a subject coordinator, I have had significant responsibility for overseeing the administration of my unit and managing students in line with university policy, and have been expected to perform this autonomously.
15. As a tutor, I am more likely to consult with the unit coordinator about university policy; however, this is usually supplementary to my own process of investigating university policy relevant to my tutoring role.
16. Payment for time spent on familiarising myself with university policy, guidelines and procedures has never been included in my employment contracts with the universities for whom I have been employed (see Attachment CN-9 for examples of my employment contracts with Melbourne and La Trobe universities).
17. Some policy information has been included in induction sessions for new staff which I have attended, which have typically been around 1–2 hours. Access to paid induction for casual academic staff, however, is variable. I have been fortunate to have been paid to attend induction sessions, but my experience is not

universal. Induction sessions I have attended have included matters such as advice on classroom teaching, referencing systems used in the university and some rules of conduct, as well as the signing of contracts, information on gaining staff access to email and intranet systems, and using teaching software, but they are not exhaustive. Casual staff do not normally receive general information about university policies in these sessions, as there is not the time to do so, but rather, we have been given information about where we can find policies and left to follow them up in our own time.

Requirement to keep up with developments in my discipline

18. One significant aspect of any tertiary teaching role involving tutoring or lecturing is the requirement of the employee to have knowledge of the subject matter. For example, the University of Melbourne's position description for sessional tutors in the Faculty of Arts explicitly states as one of the essential selection criteria 'knowledge and understanding of the subject-matter' (see Attachment CN-10). Similarly, The University of Sydney Code of Conduct (CN-5) also stipulates, at 4, that "All staff and affiliates must ... maintain and develop knowledge and understanding of their area of expertise or professional field."
19. The expectation that to get the teaching job, an applicant must demonstrate knowledge of subject matter is also supported in the 'teaching and learning' literature. According to Ruth Kane, Susan Sandretto and Chris Heath, one of the five qualities that determines teacher excellence is 'subject knowledge' (see Attachment CN-11). They state: 'Subject matter knowledge has long been identified as a prerequisite of effective teaching in both primary and secondary teaching and is a given at the tertiary level where lecturers typically hold doctoral

qualifications. By virtue of these higher qualifications, tertiary teachers are expected to be knowledgeable in their subject area' (Kane, Sandretto and Heath 2004: 293).

20. I recently applied for a non-casual position with La Trobe University as Lecturer, Interdisciplinary Foundation Studies (Attachment CN-12 is part of my application addressing the selection criteria, and confirmation of my shortlisting for interview). The position description for that job explicitly included, as a 'desirable' criterion, 'knowledge of and ability to teach across disciplines in the Humanities and Social Sciences'. My knowledge of the field, then, was one of the requirements of the teaching role. I was able to answer the criterion confidently because of the many hours I had put into building my knowledge of both classic and new theories in the humanities and social sciences. While a sound and broad knowledge was a criterion for appointment, clearly it would be expected of the position that I continue to maintain and develop my knowledge after appointment. The same is true of casual employment.
21. In a non-casual position I recently applied for with the University of New England, as a Lecturer in Sociology, I needed to demonstrate 'evidence of effective teaching and experience in the area of the sociology of sex, sexuality and gender' (Attachment CN-13 is part of my application addressing the selection criteria, and confirmation of my shortlisting for interview). In order to provide this, I detailed my curriculum-development experience. Developing curriculum is an essential part of any lecturing position, whether casual or waged. In my field, this means that one of the things I have needed to do, as a casual lecturer, is set weekly readings for my students as part of the curriculum of the subject I am teaching. In order to do this, I have to have a broad knowledge of the variety of

theoretical models and prominent scholars in my field. It is impossible to develop and maintain this knowledge without reading widely and regularly, networking with colleagues, and writing for publication.

22. Both these positions heavily emphasised teaching skills in their selection criteria.
23. I reached the interview stage of the job application process for each of these positions. This is evidence that my demonstration of 'knowledge' of the field in my response to the selection criteria matched up with these universities' expectations of what is essential for effective or competent teaching.
24. For the La Trobe position, one of the essential criteria stipulated that I must demonstrate 'knowledge of research in teaching and learning'. This demonstrates that it is becoming increasingly important for early career researchers, whether casual or not, to keep up with the latest trends in teaching theory and to apply them in our workplaces, including through publishing in teaching and learning journals.
25. The teaching and learning literature thus informs not only university policy on best practice in teaching, but also the content and wording of academic role descriptions: research that defines what makes a good teacher is highly influential in universities in the formulation of the kind of duties an employee is expected to carry out in their teaching role.
26. No teacher ever simply arrives at knowledge and understanding of a subject. Knowing implies learning, which is always an evolving process. Therefore, casual tutors and lecturers, as an inherent part of our job, are expected to continually develop our knowledge of the field in which we are teaching. This expectation has been both explicitly communicated to me by supervisors, coordinators and colleagues, and implicitly demanded by the level of the courses taught and the

necessity of engaging with students professionally. This also extends to general political knowledge – that is, being aware of current events that have a bearing on the subject being taught, as well as my own disciplinary interests. For example, with regard to political knowledge, when I lectured in Gender Studies at the University of Melbourne, I used knowledge gained from my consumption of public commentary on Julia Gillard and misogyny in my classes.

27. I taught as a sessional tutor when I was finishing my PhD, as a sessional tutor post-PhD, and as a sessional lecturer. These roles required me to apply my growing knowledge in the classroom. This is one of the things that makes me a good teacher. For example, students at UNSW were impressed that I was ‘knowledgeable’; ‘had a fantastic knowledge of the course work’; had ‘good knowledge of content’; was ‘very knowledgeable’; and had ‘vast knowledge of the subject matter’ (see Attachment CN-14). When students are impressed by a teacher’s knowledge of the discipline, they see a person who is an expert in their field. What students do not see – and what is not acknowledged in rates of pay for casual tutors and lecturers – is the continual work that goes into becoming and remaining an expert.
28. When I am teaching, I would typically spend around 4 hours per week reading background material, such as articles in journals or chapters in books, to help me gain further expertise in my field and also contextualise more broadly the material I’m teaching. For instance, while I was casually tutoring and lecturing, I subscribed to the Cultural Studies journal *Continuum* as well as the *Journal of Gender Studies* (for which I was a member of the editorial board). I kept myself regularly informed by reading articles in these journals, as well as those passed on to me by colleagues. I am also a member of academia.edu, which is a website that

shares academic research, primarily among academics. I regularly read articles shared by other academics through this source. I would probably read about two articles per week, spending 2 hours per article, in a 12-week teaching semester, which adds up to about 48 hours overall.

29. If I am also writing an academic article, I will spend at least 8 hours per week extra on research and writing. Across a 12-week teaching semester, this adds up to 96 hours overall. The time that I have spent on developing my knowledge and expertise so that I can competently teach students in my capacity as an expert in my field is borne out in the numerous original articles, online opinion pieces, book chapters and encyclopedia entries I have published over the course of my career as a casual academic (as demonstrated in Attachment CN-1).
30. Attendance at conferences is also important for the development of professional knowledge, especially for keeping up-to-date with the current research. It can be seen from Attachment CN-1 that I attended many conferences relevant to my teaching expertise (in Cultural and Gender Studies) while engaged as a tutor and/or lecturer.
31. The knowledge that I cultivate in the course of engaging with my academic peers by reading, attending conferences and publishing is distinct from the reading I do in the allotted preparation time for tutorials, which is specifically directed to the set reading in the unit I am teaching. Yet it is a crucial component of my academic competency as a tutor and lecturer.
32. This 'knowledge work' has fed directly into my understanding and capacity to teach subject matter of any given unit to my students: it is an essential part of being an academic and performing well in the classroom. In doing this I am carrying out the general direction of my employer to remain an expert in my area

of knowledge. Yet although we perform the same intellectual work that our waged counterparts do, casuals are not paid for this because it is not included in our hourly rates of pay.

33. In academia, teaching-focussed positions are somewhat erroneously named, as research and teaching are inseparable. Recent qualitative research in the teaching and learning literature has asserted the importance of a ‘teaching-research nexus’ (‘TRN’) in promoting teaching excellence. This concept simply means that good teaching is influenced by research, which is, in turn, influenced by teaching (Kane, Sandretto and Heath 2004: 296–8). This model is highly influential in the contemporary university setting. As Boyd et al. state, ‘The need to establish institution-wide uptake of TRN at universities is now generally accepted’ (see Attachment CN-15). They also assert that ‘[g]lobally, universities are implementing strategies to encourage the nexus’ (2012: 1).
34. The TRN is supported, for example, by the University of Melbourne’s Centre for the Study of Higher Education (‘CSHE’). Of particular relevance to the question of good teaching practice is the CSHE’s claim that academic staff are encouraged to build the teaching-research nexus through, among other strategies, ‘drawing on personal research in designing and teaching courses’ and ‘placing the latest research in the field within its historical context in classroom teaching’ (Baldwin 2005: 4). (See Attachment CN-16).
35. All universities in Australia have dedicated teaching and learning units that are there to assist tutors and lecturers to excel in our positions and perform our jobs well. If these teaching and learning units generally agree that an academic’s own research activities are crucial to the ability to teach, and if university position descriptions reflect this in their requirement that the employee must have

knowledge of the subject, then it is reasonable that casual academics be paid for our investment in research that will have a direct impact on our performance as teachers.

36. While learning and sharing knowledge with students are processes that drive tutors and lecturers in every stage of our careers, research-led teaching was particularly important for me while I was a PhD student new to casual tutoring, and later, as an early-career casual academic new to lecturing. As a PhD candidate, casual tutoring was a form of traineeship: as a tertiary teacher completing my PhD, I was expected to use my growing knowledge in the classroom and to use the classroom as a way to grow my knowledge. It was especially important for me as a new tutor and PhD candidate to read widely, because combining PhD research and teaching are interlinked processes of learning how to be an academic. Post-PhD, I have consistently brought my research to my teaching. For example, I have explicitly drawn on my experience and knowledge as a lead researcher on the 'Vulvataalk' project in classroom discussion and exercises.
37. 'Knowledge' as a requirement of teaching positions is not part of a person's character, but an ongoing cumulative achievement. It is thus a very important form of continual labour that needs to be acknowledged in the industrial contract. In my experience, however much knowledge of my field I bring to the job at the beginning of a casual engagement, there is always more to do during semester to maintain my currency. There are new articles to read and write, and I also keep track of developments in the discipline, debates on teaching methods, current events, relevant seminars and conferences, and much more. This work is

necessary well beyond what is required to prepare for the delivery of any particular lecture or tutorial.

Information and Communication Technology

38. My workload is such that in order to do my job to a professional standard, I cannot restrict my working hours to those I times I am in my office on campus. The amount of work expected of academic staff not only in teaching (where class sizes are increasing) and research, but also in administrative, especially online, associated work, necessitates this.
39. In my roles as a casual tutor and lecturer, in order to perform my academic duties, I regularly accessed work emails and websites from home; I marked, read and prepared for lessons home; I worked during evenings and on weekends; and I took work-related phone calls outside working hours.
40. In my work as a casual academic, I have frequently needed to use my own devices even when on campus, since the University only provided me with access to a shared 'sessionals' room with shared telephone and shared computers. I have found that I am most productive when I have my own space in which to work. Indeed, waged academics generally have their own office space because demanding intellectual work – as well as student consultation – requires privacy and space to think.
41. In 2013, I was a casual tutor who lived in a regional area (the Blue Mountains) and commuted for two hours on public transport to get to the UNSW campus for my tutorials. My experience is not an uncommon one. Like many of my casual colleagues who have told me that they had work at different universities at the same time or that they lived far from the campus at which they were teaching,

it was often more time-efficient for me to do much of my work from home rather than on campus. This was particularly so when engaged in research, reading, preparation, assessment or student consultation via email or web forums on days when I had no scheduled classes. It would be absurd to spend hours travelling only to do work from campus that could as easily be done from home. Other than face-to-face teaching, the bulk of my work has been flexible, and was routinely done outside a formal office, tutorial room or lecture theatre environment. This means that I use my own resources (such as internet, printer, scanner and phone) to prepare for classes and mark work: these days, marking is generally done through the online tool GradeMark, and marks are also uploaded using an online system. Much student consultation is now conducted online, and this usually includes contact out of normal working hours, using my own devices and personal phone and internet connections. I have also submitted pay claims online, usually from my home workstation.

42. As a casual employee, it is not uncommon to have concurrent employment with two or more employers. It is essential to use my home PC or laptop in order to ensure I always have ready access to all my work.
43. Because of the integration of digital communications technologies into our daily lives, I have encountered a growing expectation on the part of students that tutors be available to them outside of face-to-face hours, on weekends, and outside normal work hours. One's performance is judged in large part by student satisfaction surveys, the results of which help determine whether further work will be offered. In my experience, students expect prompt responses to their communications, whether during normal work hours or not, and if an academic fails to respond promptly, this will affect their student satisfaction score.

44. There are many types of student enquiries, usually sent by email, that casual tutors are obliged to answer on a daily basis, outside of our allocated preparation and teaching time. These have included the following: requests for feedback on essay topic choice and essay plans; supply of doctors' certificates for proof of illness that interferes with capacity to attend class or hand in work; requests about attendance hurdles; requests about general administrative matters and scheduling; and requests for clarification of assessment instructions. In my experience, the volume of student emails increases dramatically with an impending assessment. During this time, it is not uncommon for students to request urgent extensions or to inform the tutor that they are having trouble with the essay submission software. Sometimes these are urgent requests that really do need to be responded to quickly, from a home workstation. I have often received and responded to such requests from my home computer. I do not check my emails on my mobile phone when I am away from my home workstation, but I know from what they have told me, and from messages I have received from them, that other tutors and lecturers certainly do.
45. I have also tutored in subjects in which the lectures were delivered online. It was neither expedient nor appropriate for me to use a shared office on campus to view the lectures, so I did this from home. It is important for casual tutors to be familiar with the lecture material so that they know how the lecturer is framing the readings.
46. As a casual tutor, I have also used my home office to email unit coordinators about students with special learning needs or ask them about assignment extensions, especially if the university is using a centralised system for students to apply for extensions online that only coordinators have access to: this means that

coordinators then have to feed information back to tutors about who has applied for an extension.

47. As a casual lecturer, I have used my home office to upload resources to the online portal during the teaching semester: this involved things such as posting links to reading material, writing up summaries of class discussion, and posting out reminders and announcements.
48. I have rarely been allocated a dedicated office space on campus that has been suited to the sort of quiet reflection necessary for much academic work. When I have been allocated office space, it was usually shared with other casuals, shared with visiting academics, or the office of another person temporarily on leave. Without a more secure on campus work space, in my experience, the imperative to perform large parts of my duties away from campus has been even stronger.
49. This lack of suitable office space, and the consequent necessity to perform much of the job from home using personal resources is a common topic of conversation among my casual colleagues.
50. When working away from campus, I use my own mobile phone and home internet connection for work purposes. I have never been provided – by any university for whom I have worked – with any of these connections, nor with any allowance or reimbursement for the costs incurred.
51. My mobile phone account costs me \$30 a month, and my home internet connection, which I share with my partner, costs \$150 a month, of which my share is \$75.

Dr Camille Nurka

10 August 2016

Camille Nurka

Attachment CN-1

Research Interests

My research focuses on the female body as a cultural text and how 'sex' is produced in Western political narratives emerging from medicine and the sciences, literature, sport, the contemporary social media sphere, feminism and postfeminism. I am a genuinely interdisciplinary scholar, and my work draws on theoretical frameworks from gender studies, cultural studies, sociology, textual theory, history, psychoanalysis and continental philosophy. My main research interest is female genital cosmetic surgery (FGCS). I am currently writing a monograph on the historical development of the technologies and epistemologies that have shaped the context for contemporary Western cosmetic surgical practices on the female genitals.

Education

Graduate Diploma in Editing and Publishing (with Distinction), RMIT (2009-2010)

Ph. D. Department of Gender and Cultural Studies, University of Sydney (1999-2003)

Bachelor of Arts, Text and Writing, First Class Honours, University of Western Sydney, Nepean (1995-1998)

Work History

Academic Teaching

Core Skills

- course coordination (undergraduate and postgraduate)
- content and curriculum development (undergraduate and postgraduate)
- online course delivery

Lecturer, Tertiary Enabling Program, La Trobe University (Jan-Feb 2016)

Critical Thinking (pathway program providing foundational skills and strategies for learning to prepare students for university).

Tutor, School of Humanities and Communication Arts, WSU (March–July 2014)

Researching Culture (undergraduate, second year. The lectures and assessment materials for this subject were delivered online)

Contemporary Society (undergraduate, first year)

Tutor, Dept. of Gender and Cultural Studies, University of Sydney (July–December 2013)

Introduction to Gender Studies (undergraduate, first year)

Tutor, School of Humanities, UNSW (March–July 2013)

History of Sexuality (undergraduate, second year)

Subject Coordinator, Gender Studies program, School of Social and Political Sciences, University of Melbourne (July 2010–December 2012).

I developed curriculum, coordinated, lectured and tutored for the second/third year undergraduate subject *Sex, Gender and Power*. This involved setting the readings and assessment for the subject, managing its online presence, preparing and presenting lectures, running tutorials, mentoring students and grading assessments. I was particularly sensitive to the needs of international ESL (English as a Second Language) students who often required intensive academic support.

Subject outline: *Sex, Gender and Power* is an introduction to the study of gender, sex and sexuality exploring the recent histories of feminisms and feminist thinking about gender, difference and the origins of sexual inequality. Key themes include: structures and institutions of sexual inequality including marriage, mothering, sexual divisions of labour, masculinities and femininities, the semiotics of gender, bodies and sexualities and their relationships to the workings of power, especially the intersections of gender and sexuality with race, ethnicity, class and nation. The course considers both ‘third world’ feminisms and postfeminism in a transnational and global context.

Guest Lecturer, Strathfield Girls High School, Strathfield (September 2012)

Margaret Atwood and the Spotty-Handed Villainess, delivered via Skype.

Postgraduate Subject Co-Coordinator, Gender Studies program, School of Social and Political Sciences, University of Melbourne (July–December 2012)

I co-coordinated a Ph. D. seminar subject with colleagues called *Critical Ways of Seeing: Sexing Theory and Research*. The subject covered key gender studies debates, discussions and approaches to doing theory, from theories of difference to postcolonialism, postfeminism, postsecularism, transgender and transnationalism.

Subject Co-Coordinator, Gender Studies program, School of Social and Political Sciences, University of Melbourne (July–December 2008–2010).

I assisted in developing curriculum for, as well as co-coordinated, lectured and tutored in the second/third year undergraduate subject *The Future of Sex and Gender* with Dr Maree Pardy. I continued to give guest lectures in this subject after my coordination role ended.

Subject outline: *The Future of Sex and Gender* explores the increasing instability of the concepts of sex and gender and their transformations; gender fluidity in the face of persisting gender inequality; gender and lived bodies; imagined futures of everyday gender practices; the future of sexualities and the transcendence of the body in videogames, online worlds and social media. These themes will be explored in a global and cross-cultural context.

Tutor, School of Social and Political Science, University of Melbourne (March 2008–July 2010)

Knowing Nature (undergraduate Interdisciplinary Foundation program, Semester 1, 2010)

Gender, Bodies, Borders (undergraduate, second year, Semester 1, 2008–2009)

Guest Lecturer, St Mary Star of the Sea College, Wollongong (June 2005)

Feminist Approaches to Literature (student enrichment course)

Guest Lecturer, Department of Sociology, Social Work and Policy, University of Sydney (August 2003)

Goods (undergraduate)

Guest Lecturer, St Mary Star of the Sea College, Wollongong (June 2002)

Feminism and Literature (student enrichment course)

Tutor, Department of Gender Studies, University of Sydney (July–December 2002)

Thinking Gender (undergraduate)

Tutor, Department of Gender Studies, University of Sydney
(March–July 2000)

Gender, Media and Popular Culture (undergraduate)

Research Core Skills

- empirical and policy research
- cross-disciplinary collaboration

Research Assistant for Ass. Prof. Renata Kokanovic, School of Social Sciences, Monash University
(March 2016–present)

Involves literature searches, compiling Endnote libraries, writing literature reviews and copyediting academic articles. I am also assisting Ass. Prof. Kokanovic in developing a book proposal.

Lead Researcher, Vulvatalc, CMHR, ANU and School of Social and Political Sciences, University of Melbourne
(July 2012–December 2015)

I was co-researcher in a collaborative project undertaken with Bethany Jones from the Centre for Mental Health Research, ANU. The project is the first nationwide study of its kind, with over 1,000 participants recruited, and has generated media interest from ABC news online, *The Conversation* (online), *New Matilda* (online), *Femme Fatale* (radio), 2SER (radio), and Bent TV (Channel 31).

Vulvatalc was an interdisciplinary project which aimed to investigate Western women's aesthetic evaluations of, and attitudes to, their genitals. We were particularly interested in cosmetic genital modification – especially labiaplasty and pubic hair removal – and elective non-medical caesarean section. The study was conducted online, using social networking website Facebook to recruit participants. We used multi-choice and open-ended, long-answer questions in order to gain a better knowledge of the gendered psychosocial aspects of technologies that aestheticise the female sex organs, either through actions performed directly upon the genitals (like pubic hair depilation, labiaplasty and vaginal rejuvenation) or through surgical procedures (like non-medical caesarian section) that are intended to minimise the perceived negative changes in genital form that accompany vaginal births.

A major quantitative finding of the project has deepened understanding of the field by questioning the untested assumption that pornography is the central driver of genital dissatisfaction. I am currently in the process of writing up the

qualitative findings, which will add to feminist knowledge on how women engage with media representations of female bodies.

Research Assistant for Dr Kate Gleeson, Law School, Macquarie University
(April 2013–December 2014)

Involved database searches and article downloads; compilation of citations and abstracts; development of timeline for Dr Gleeson's object of inquiry; compilation of key reports; research into key figures; policy research; written summaries; copyediting, structural editing, styling and proofreading of journal articles and book chapters.

Research Assistant, Equity Research Centre
(27 July 2007–10 October 2008)

The Equity Research Centre (ERC) produced research reports for clients on vocational education and employment pathways for disadvantaged students. As Research Assistant, I reported to the Executive Director and worked on a number of projects in a variety of capacities, including writing research reports, transcribing interviews, cold calling organisations and experts in the field, taking notes, assisting in focus group sessions, conducting internet research and summarising selected literature. Due to my editorial expertise, the Executive Director often asked me to proofread tender submissions.

ERC projects I contributed to include:

- Fact sheets on *Women and Money*, the Victorian Office of Women's Policy
- What Would it Take? Employers' perspectives on growing their labour supply with equity groups, NCVER
- Showcasing Equity Employers, Office of Training and Tertiary Education
- Disability in Employment in Victoria, ADDE, ACL
- Cultural Exchange Project Literature Review, Mensline
- Class of 2007 (examined the Somali Experience of VET), Office of Training and Tertiary Education
- Rural Gaps in Post-Compulsory Education and Training, Helen MacPherson Smith Trust

Ph. D. research, Department of Gender Studies, University of Sydney
(1999-2003)

Thesis Title: *(Post)feminist Territories*

**Research Assistant, Department of Sociology and Social Policy,
University of Sydney (1999)**

Research Project: 'The Next Generation: Lives of Disaffected Young People'

**Copyediting +
Copywriting**

Core Skills

- copywriting, copyediting, proofreading
- meticulous attention to detail
- project management
- negotiation and cooperation

**Editorial Consultant, *Process Journal* and *MADE Quarterly*, published by
Hunt&Co.**

(March 2010–present)

**Editorial Consultant for Dr Jane Carey, History, University of
Wollongong**

(February 2010–present)

**Editorial Consultant for Kathleen Mary Fallon, University of South
Australia (October 2015)**

Editorial Consultant for Ass. Prof. Penelope Edmonds, History, UTAS

(January 2014–August 2015)

**Editorial Consultant for Prof. Carolyn Stevens, Japanese Studies,
Monash University**

(July 2015)

Editorial Consultant for Bannie Williams, Nutritionist

(June 2015)

Editorial Consultant for Prof. Jane Lydon, History, UWA

(June 2015)

**Editorial Consultant for Dr Katve-Kaisa Kontturi, Visual Arts,
University of Melbourne**

(June 2015)

**Editorial Consultant for Dr Lisa Slater, Cultural Studies, University of
Wollongong**

(December 2014)

Editorial Consultant for Dr Katve-Kaisa Kontturi

(August 2014)

Editorial Consultant for Dr Jane Carey and Prof. Jane Lydon

(July 2013–May 2014)

Editorial Consultant for Dr Kate Gleeson, Law, Macquarie University

(April 2013–April 2014)

**Editorial Consultant for Prof. Lynette Russell, History, Monash
University**

(February 2014)

Writer, Editorial Consultant and Proofreader, Driza-Bone
(May 2011–January 2014)

Editorial Consultant for Daum&Co.
(March–May 2013)

Editorial Consultant for Prof. Jane Lydon
(March 2012)

Editorial Consultant for Dr Maree Keating, Communications, VU
(June 2010)

Editorial Consultant for the World Bank
(September–December 2009)

Editorial Consultant for Carers Victoria
(June 2009)

Editorial Consultant for Oxfam Australia
(July–August 2008)

Freelance Proofreader, Graduate Careers Australia
(June, October 2007)

Editor, Sunlight International Education Organization Ltd.
(March–April 2007)

Online Producer, Radio Current Affairs, Australian Broadcasting Corporation (January 2003–December 2006)

Transcriber, Radio Current Affairs, Australian Broadcasting Corporation (June 2002–December 2002)

P u b l i c a t i o n s

Expertise

- gender, sexuality & embodiment
- social media & the public sphere
- postfeminism

Refereed Journal Articles

‘Labiaplasty and the Melancholic Breast’ (2015) *Studies in Gender and Sexuality*, vol. 16, no. 3.

‘Animal Techne: Transing Posthumanism’ (Tranimalities special issue, 2015) *Transgender Studies Quarterly*, vol. 2, no. 2.

‘Labiaplasty and Pornography: A Preliminary Investigation’ (with Bethany Jones, 2015) *Porn Studies*, vol. 2, no. 1.

‘Public Bodies’ (2014) *Feminist Media Studies*, vol. 14, no. 3.

‘Moderation, Reward, Entitlement: The “Obesity Epidemic” and the Gendered Body’ (2014) *Fat Studies: An Interdisciplinary Journal of Body Weight and Society*, vol. 3, no. 2.

'Labiaplasty, Race and the Colonial Imagination' (2013, with Bethany Jones) *Australian Feminist Studies*, vol. 28, no. 78.

'Shame and Disgrace in Australian Football Culture: Rape Claims and Public Affect' (2013) *Women's Studies International Forum*, vol. 38.

'Feminine Shame/Masculine Disgrace: A Literary Excursion through Gender and Embodied Emotion' (2012) *Cultural Studies Review*, vol. 18, no. 3.

'Exposing Power in Michael Crichton's *Disclosure*' (2002) *Continuum*, vol.16, no. 2.

'Postfeminist Autopsies' (2002) *Australian Feminist Studies*, vol.17, no. 38.

Book Chapters

'Entitled to Be Free: Exposing the Limits of Choice' (with Shakira Hussein). In *Freedom Fallacy: The Failures of Liberal Feminism*, edited by Miranda Kiraly and Megan Tyler. Connor Court Publishing, 2015.

Other Articles

Encyclopaedia entry. 'Postfeminism' (2016) *Encyclopedia of Gender and Sexuality Studies*, Wiley-Blackwell, Oxford.

'Book Review. *Reconstructing Obesity: The Meaning of Measures and the Measure of Meanings*, edited by Megan B. McCullough and Jessica A. Hardin' (2015) *Fat Studies: An Interdisciplinary Journal of Body Weight and Society*, vol. 4, no. 1.

'Book Review. *The Future of Feminism* by Sylvia Walby' (2013) *Australian Feminist Studies*, vol. 28, no. 26.

Australian Women's and Gender Studies 2012 Conference Report (2012) *Outskirts*, vol. 27.

Online Opinion Pieces, Interviews and Reviews

'Now You See It, Now You Don't', *New Matilda*, August 2013.

'Female Genital Cosmetic Surgery: A Labial Obsession', *The Conversation*, August 2012.

'By Its Cover', *Pan Magazine*, Issue 1, June 2010.

Melbourne Comedy Festival Reviews, *RHUM* and *The Pun*, April 2009.

'Book Review: Dark Roots', *Lip Magazine* Newsletter, February 2009.

'Coolest Girls In School', *Geek Illustrated*, December 2007.

'GI Icon: Lara Croft', *Geek Illustrated*, October 2007.

'Confessions of A Facebook Addict', *Arts Hub*, October 2007.

'Book Review: The Reluctant Fundamentalist', *Arts Hub*, July 2007.

Published Fiction

'The Beach House', *[Untitled]*, no. 2, 2010.

'The Scent of Oleander', *Visible Ink*, no. 21, 2009.

M e d i a

Core Skills

- public communication

'Designer Vaginas: Link between Porn and Cosmetic Surgery Unclear, Study Finds', Tegan Osborne, ABC online, 17 January 2015.

Breakfast with Dan Glover, ABC Western Victoria, 3 December 2014, gendered children's toys

Breakfast Show with Jack Crane, 2SER, 6 December 2013, Labiaplasty

Bent TV, Channel 31, 1 September 2012, Vulvataik project

Femme Fatale, Joy 94.9, 4 September 2012, Vulvataik project

Conferences

2014 CSAA conference, Provocations. Paper: 'Labiaplasty and the Porn Thesis: Poking the Hornet's Nest'.

2014 AWGSA conference, Responsibility. Paper: 'Moderation, Reward, Entitlement: The "Obesity Epidemic" and the Gendered Body'.

2012 CSAA conference, Materialities: Economies, Empiricism and Things. Paper: 'Materialising History: Labiaplasty, Race, and the Colonial Imagination'

2012 AWGSA conference, Interventions: Reflections, Critiques, Practices. Paper: 'Labiaplasty and the Melancholic Breast'

2011 CSAA Annual Conference, Cultural ReOrientations and Comparative Colonialities. Paper: 'Reorienting Emotion: Feminine Shame and Masculine Disgrace'

2010 AWGSA conference, Emerging Spaces: New Possibilities in Critical Times. Paper: 'Public Bodies'

2001 AWSA conference, Casting New Shadows. Paper: 'Exposing Power in Michael Crichton's *Disclosure*: Recasting Sexual Harassment'

1999 CSAA Conference, Synthetics: Making and Remaking Culture. Paper: 'Postfeminist Territories'

Professional Activities and Memberships

Core Values

- collegial engagement

Victorian Rep & Website General Editor, Cultural Studies Association of Australasia (2011–2014)

I redeveloped the association's website, organised the member database, payment gateway and mail-out system, and set up the postgraduate blog and directory. I also developed copy for the new website and posted regular

updates using the site's CMS.

Member of Editorial Board, *Journal of Gender Studies* (2012–2014)

I peer-reviewed article submissions and distributed leaflets at conferences.

Member of Australian Women's and Gender Studies Association

R e f e e s

Camille Nurka

Attachment CN-2

Discrimination, Sexual Harassment and Bullying Procedure (MPF1230)

GOVERNING POLICY

This procedure is made under the [Equal Opportunity Policy](#).

SCOPE

This procedure aims to assist the University to meet its obligation to provide a learning and working environment free from unlawful discrimination, sexual harassment and bullying. This procedure applies to all staff and students of the University engaged in activities reasonably connected with the University and its semi-autonomous bodies, excluding the Melbourne Theatre Company. Such activities may extend beyond University premises. For example, this policy applies during field trips organised by the University, staff parties, staff attendance at conferences and student orientation camps.

This procedure does not apply to student clubs and residential colleges and halls (apart from International House, Kendall Hall and Medley Hall, which are University residential colleges).

PROCEDURE

1. Complaints procedure

1.1 A staff member or student who believes that they have experienced unlawful discrimination, discriminatory harassment, sexual harassment, bullying and victimisation may make a complaint under this procedure.

1.2 Complaints must be lodged within 12 months of an incident unless there are relevant exceptional circumstances.

1.3 A student or staff member with a concern or complaint about discrimination, sexual harassment, discriminatory harassment, bullying or victimisation against a student or staff member, or a group of students or staff, may:

- seek advice and informal resolution of the complaint without lodging a written complaint (Stage 1 – advice and Informal Resolution)
- lodge a written complaint and request conciliation (Stage 2 – conciliation)
- request investigation by the University (Stage 3 – investigation and determination).

These three stages (collectively ‘Complaints Procedure’) will generally, although not always, be undertaken in sequence.

1.4 A staff member or student who is concerned about a single incident of bullying-style behaviour may raise the issue with a Bullying Prevention Adviser, student centre Adviser, supervisor, local Human Resources Consultant or Health and Safety Representative.

1.5 Only those staff members involved in the Complaints Procedure will have access to material relating to the complaint.

1.6 In general, the complainant will direct the progress of the complaint through this procedure. However, in some circumstances, the seriousness of the allegations may place the University under a legal obligation to ensure that a matter is investigated beyond that which the complainant intends or

wishes. In these cases, the University may initiate a complaint or progress a complaint of its own volition under this procedure and/or bring an allegation of misconduct or serious misconduct to the attention of the relevant head of department (or an appropriate alternative) under the [Misconduct Procedure](#) and the current [University of Melbourne Enterprise Agreement](#).

1.7 At any stage of the complaints procedure, or when a concern cannot be addressed using this procedure, University staff such as supervisors or the relevant head of department may take action to address concerns regarding the safety, well-being and participation of staff and students in work or study. These actions do not imply any wrongdoing or any case to answer.

1.8 While staff and students are encouraged to use the University complaints procedure, they have a right to seek advice from and/or lodge a complaint with external bodies including Victoria Police, the Victorian Equal Opportunity and Human Rights Commission, the Australian Human Rights Commission, the Fair Work Ombudsman and WorkSafe Victoria.

2. Complaints procedure Stage 1: advice and informal resolution

2.1 A staff member or student who is a complainant or a respondent to a complaint may seek advice from a specialist adviser who can assist by:

- clarifying whether the alleged behaviour may constitute unlawful discrimination, sexual harassment, discriminatory harassment, bullying or victimisation
- providing information about this policy and procedure
- advising of their rights under relevant legislation
- advising of the options available to them, including making a complaint to an external body
- encouraging the complainant or respondent to seek the type of support that they need and providing referrals as appropriate
- exploring strategies to resolve the matter.

2.2 After seeking advice of the specialist adviser, the complainant may seek informal resolution of his or her complaint either directly with the respondent, or:

- in the case of a complainant who is a staff member, by asking his or her supervisor or other suitable person to speak to the respondent on their behalf
- in the case of a complainant who is a student, by asking a senior officer or other suitable person to speak to the respondent on their behalf.

2.3 A senior officer or other suitable person who has been asked to speak to the respondent on behalf of the complainant will, after seeking advice from staff in HR Fairness and Diversity, convey to the respondent the complainant's concerns and reiterate the University's Policy without assessing the merits of the case, and, if necessary, take practical steps to ensure, as far as possible, that the behaviour that allegedly occurred ceases and will not recur.

2.4 If the complaint is not resolved at this stage:

- the complainant, the respondent or the Manager, Fairness and Diversity may request conciliation (Stage 2) or
- the complainant or the Executive Director, Human Resources may request investigation and determination (Stage 3).

3. Complaints procedure Stage 2: conciliation

3.1 A complainant may lodge a complaint with and make a written request for conciliation to the Manager, Fairness and Diversity, setting out his or her complaint in the form of a brief summary (up to two pages) of the particular incidents.

- Where the complaint concerns the Manager, Fairness and Diversity, the request for conciliation should be addressed to the Executive Director, Human Resources.
- For a conciliation to occur, the complainant must be willing to be identified to the respondent.
- A respondent to a complaint may also, after seeking the advice of a specialist Adviser, submit a written request for conciliation to the Manager, Fairness and Diversity.

3.2 Upon receipt of the request for conciliation, the Manager, Fairness and Diversity will review the complaint and related documentation and:

- if they determine that conciliation is appropriate, invite the parties to participate in conciliation, appoint a conciliator and provide the respondent and the conciliator with a copy of the complaint
- if they determine that conciliation should not proceed, refer the parties to their Adviser to discuss further options.

3.3 Conciliation only occurs if both parties agree to it voluntarily.

3.4 Where the parties have been invited to participate in conciliation, the respondent will be given the opportunity to seek advice from an Adviser and to submit a short written response to the complaint (of up to two pages) to the Manager, Fairness and Diversity, within ten working days from the date of the invitation to conciliation. The Manager, Fairness and Diversity will provide a copy of the response to the conciliator and the complainant.

3.5 The conciliator will invite the complainant and the respondent to meet with him or her either together or separately. The role of the conciliator is not to make a formal finding but to assist the parties to reach a mutually agreed resolution. The conciliator will advise the Manager, Fairness and Diversity of the outcome of the conciliation.

3.6 The complainant and respondent may have a support person during the conciliation, but the support person cannot be a legal representative or advocate.

3.7 If the complaint is not resolved through conciliation, the complainant or the Manager, Fairness and Diversity may request the complaint be investigated and a determination made.

4. Complaints procedure Stage 3: investigation and determination

4.1 A complainant or the Manager, Fairness and Diversity who wishes to refer a complaint for an investigation, may lodge a written complaint (if a complaint has not already been lodged under Stage 2 of the Complaints Procedure) and make a written request for investigation by submitting details of particular incidents and any supporting documentation to:

- in the case of a complaint against a staff member, the Executive Director, Human Resources or
- in the case of a complaint against a student, the Executive Director, Student Services and Academic Registrar.

4.2 A complaint concerning the Executive Director, Human Resources should be addressed to and dealt with by the Senior Vice-Principal under the Investigation and Determination process.

4.3 A complaint concerning the Executive Director, Student Services and Academic Registrar should be addressed to and dealt with by the Provost.

4.4 A complaint concerning the Vice-Chancellor should be addressed to and dealt with by the University Chancellor.

4.5 The person responsible for the investigation and determination process referred to in sections 4.1 to 4.4 will be known as the 'Complaint Manager'.

4.6 Upon receipt of a request for investigation, the Complaint Manager may do one or more of the following:

- seek advice from the Manager, Fairness and Diversity or the Executive Director, Legal Services or consult with any other person they determine appropriate
- refer the complaint for informal resolution or conciliation
- refer the matter for investigation by the University
- refer the matter to an external agency
- refer the matter to alternative complaints resolution processes within or external to the University
- decline to investigate a complaint if it is frivolous, vexatious, misconceived or lacking in substance
- decline to investigate a complaint if more than 12 months has elapsed between the event complained of and the complaint notification and there is no good cause to address the complaint after this delay
- recommend actions as necessary to address any immediate concerns regarding individuals' safety, well-being and participation in work or study.

4.7 Where the Complaint Manager is satisfied that a complaint is malicious, frivolous or vexatious, he or she may bring an allegation of misconduct or serious misconduct against the complainant to the attention of the relevant head of department (or an appropriate alternative), in the case of a staff member under the [University of Melbourne Enterprise Agreement](#) or the [Misconduct Procedure](#) or, in the case of a student, [Statute 13.1 – Student Discipline](#).

4.8 In the event of the matter being referred for investigation, the Complaint Manager will appoint an individual investigator or panel of investigators to conduct the investigation.

4.9 The investigator/s will:

- notify the complainant and the respondent of the investigation
- provide the respondent with a copy of the complaint if the respondent has not already received a copy
- give the respondent an opportunity to seek advice from an Adviser and to respond to the complaint in writing within ten working days of the date of notification of the investigation
- conduct the investigation with regard for procedural fairness, timeliness, privacy and individuals' safety and wellbeing
- determine whether the allegations are proven according to the weight of evidence and on the balance of probabilities, and
- at the conclusion of the investigation, prepare a report, setting out the complaint or terms of reference, how the investigation was conducted, relevant facts, conclusions and findings.

4.10 Any investigation under Stage 3 of this procedure and its outcomes will conform with the requirements of the current [University of Melbourne Enterprise Agreement](#) regarding misconduct and serious misconduct and with the [Misconduct Procedure](#).

4.11 The Complaint Manager will consider the report and determine the outcomes of the investigation.

4.12 Outcomes from an investigation may include any one or more of the following:

- a finding that the complaint was not substantiated
- a finding that the complaint was substantiated or substantiated in part
- steps to restore the complainant to the position that the complainant was in prior to the incident(s) that led to the complaint
- training in the Responsible Conduct of Staff Policy and this Procedure
- referral to other support services or strategies
- further monitoring of the situation
- statement of regret or apology, where appropriate
- requirement to change processes or procedures
- recommendation that disciplinary action be taken against a staff member under the Misconduct Procedure or, in the case of a student, Statute 13.1 – Student Discipline.

4.13 The Complaint Manager will inform the complainant and respondent of the findings and relevant outcomes of the investigation.

4.14 If a staff member or student pursues a complaint with an external body, this Complaints Procedure may be suspended or terminated. In these circumstances, the University may consider and implement other actions as necessary to address concerns regarding the safety, well-being and participation of staff and students in work or study.

RELATED DOCUMENTS

- [Age Discrimination Act 2004 \(Cth\)](#)
- [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Equal Opportunity for Women in the Workplace Act 1999 \(Cth\)](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Human Resources website](#)
- [Information Privacy Act 2000 \(Vic\)](#)
- [Misconduct Procedure](#)
- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [Protected Disclosure Act 2012 \(Vic\)](#)
- [Racial and Religious Tolerance Act 2001 \(Vic\)](#)
- [Racial Discrimination Act 1975 \(Cth\)](#)
- [Responsible Conduct of Staff Policy](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)
- [Statute 1.7 – University Governance](#)
- [Statute 13.1 – Student Discipline](#)
- [University of Melbourne Enterprise Agreement 2013](#)
- [Victorian Charter of Human Rights and Responsibilities Act 2006](#)
- [Whistleblowers and Protected Disclosure Procedure](#)

IMPLEMENTATION OFFICER

The Director, Employee Relations and Equity, Human Resources is responsible for the promulgation and implementation of this procedure in accordance with the scope outlined above. Enquiries about interpretation of this procedure should be directed to the Implementation Officer.

REVIEW

This procedure is to be reviewed by 30 November 2014.

VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Senior Vice-Principal	10 Sep 2012	10 Sep 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.
2	Executive Director, Human Resources	20 Nov 2011	20 Nov 2011	'Related Documents' section: Whistleblowers Protection Act 2001 (Vic) replaced with Protected Disclosure Act 2012 (Vic), title of Whistleblowers and Protected Disclosures Procedure updated and Whistleblowers Protection Guidelines removed.
3	Vice-Principal Administration and Finance on behalf of Senior Vice-Principal	12 Aug 2014	12 Aug 2014	Section 1.6 and 4.7 updated. New section 4.10 inserted and consequential renumbering in remainder of section 4. Related Documents section updated. Responsible Officer section removed.
4	Vice-Principal Administration and Finance	21 May 2015	4 Jan 2016	Fix broken links in sections 1.6, 4.7, 4.10 and Related Documents.

Camille Nurka

Attachment CN-3

Responsible Conduct of Staff Policy (MPF1160)

RELEVANT LEGISLATION

Government legislation:

- [Age Discrimination Act 2004 \(Cth\)](#)
- [Australian Human Rights Commission Act 1986 \(Cth\)](#)
- [Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#)
- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Equal Opportunity for Women in the Workplace Act 1999 \(Cth\)](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Fringe Benefits Tax Assessment Act 1986 \(Cth\)](#)
- [Financial Management Act 1994 \(Vic\)](#)
- [Independent Broad-based Anti-corruption Commission 2011 \(Vic\)](#)
- [Information Privacy Act 2000 \(Vic\)](#)
- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [Protected Disclosure Act 2012 \(Vic\)](#)
- [Racial and Religious Tolerance Act 2001 \(Vic\)](#)
- [Racial Discrimination Act 1975 \(Cth\)](#)
- [Sex Discrimination Act 1984 \(Cth\)](#)

University legislation:

- [Regulation 17.1.R8 - Code of Conduct for Research](#)
- [Statute 1.7 – University Governance](#)
- [Statute 13.1 – Student Discipline](#)
- [Statute 14.1 - Intellectual Property](#)

SCOPE

This policy and the associated procedures apply to all staff at the University as well as persons holding an honorary, visiting or adjunct appointment, and persons who have entered into a relationship with the University involving working for, with or at the University, including volunteers, contractors and consultants.

POLICY

1. Responsibilities of staff

1.1. The University seeks to create a safe, rewarding, environmentally sustainable learning and working environment based on principles of justice, equity, harmony, tolerance and pursuit of excellence while protecting University resources and respect for individuals, the law and University governance.

1.2. The conduct and behaviour required of staff under this policy is in addition to any professional code of conduct that may apply to staff in a particular profession or arising from membership of a professional organisation.

1.3. Where staff conduct does not meet the standards set out in this policy and the related procedures, action may be taken under section 61 of the Enterprise Agreement 2013.

2. Personal and professional behaviour

2.1. Staff will:

- uphold the values of the University set out in [section 1.7.3 of Statute 1.7](#) – University Governance which underpin the standards of conduct and behaviour in this policy
- maintain a high standard of conduct and work performance and demonstrate courtesy, equity and fairness in dealing with staff, students, contractors, visitors and members of the public. At all times the rights, duties and aspirations of others will be respected.
- perform their duties professionally with skill, care and diligence using authority fairly
- respect the opinions and beliefs of others and their right to practise their beliefs
- comply with the [Discrimination, Sexual Harassment and Bullying Procedure](#) and treat others fairly and equitably, irrespective of race, sex, disability, religion, cultural background, sexual orientation, age and marital status, and will not engage in harassing, bullying or discriminatory behaviour.

2.2. Decisions on employment, promotion and reward will be made on the basis of merit and will not discriminate on the basis of particular attributes.

2.3. Staff in supervisory positions will provide and maintain (so far as is reasonably practicable) a working environment that is safe and without risks to health (including psychological health).

2.4. Staff will take reasonable care that their actions or decisions do not harm the health and safety of themselves or others, that personal use of alcohol or any other substance does not affect their work performance or the safety and well-being of others and will comply with the [Occupational Health and Safety Policy](#) and associated procedures.

2.5. Staff in supervisory positions will ensure that staff have the necessary qualifications, certifications, skills and attributes to undertake the responsibilities of the position which will include performing necessary employment checks as outlined in the [Pre-employment Procedure](#).

2.6. Staff will ensure that relationships with students are professional, trusting and respectful, and will comply with the [Staff-Student Relationships Procedure](#) and duty of care obligations as described in the University's [compliance materials](#).

2.7. Staff will recognise their professional and ethical responsibility to protect the interests of students and to recognise and resolve conflicts of interest, to respect the trust involved in the staff-student relationship and to accept the constraints and obligations inherent in that responsibility.

2.8. Staff will participate in the Performance Development Framework and in training relevant to their position in accordance with the [Staff Development, Education and Performance Policy](#) and associated procedures.

2.9. Staff will not engage in paid outside work, directorships or consultancy unless prior approval has been obtained and it does not cause a conflict between the staff member's private interests and duties to the University, and is in accordance with the [Outside Work Procedure](#).

2.10. Staff will advise their University supervisor if they are charged and convicted of a criminal offence which could reasonably be considered to affect their ability to meet the inherent requirements of the work they are engaged to perform.

3. University finances

3.1. Staff will observe the highest standards of integrity in financial matters and, in particular, will:

- comply with requirements of relevant financial management legislation and the University's finance policy and procedures
- authorise the use of University funds only for University purposes and where they have delegated authority to do so
- ensure, in authorising expenditure, that the University is receiving value for money through compliance with the [Procurement Policy](#) and associated procedures.

4. Protection of University resources

4.1. Staff will:

- use and manage University equipment and resources economically, efficiently and for legitimate University purposes
- secure University equipment and resources against theft or misuse
- ensure the proper expenditure of University funds, avoiding personal, extravagant or wasteful expenditure
- minimise their environmental impact by complying with the University's environmental policy and environmentally sustainable practices.

4.2. Staff will comply with [Regulation 8.3.R2 – Computing and Network Facilities Rules](#) and procedures governing the use of the University's computing and network facilities, including internet, email and mobile phone usage, and avoid excessive personal use of the University's electronic communications systems and personal use that creates additional cost to the University.

4.3. Staff will comply with [Statute 14.1 - Intellectual Property](#).

4.4. Staff will protect the privacy of others and maintain appropriate confidentiality regarding personal matters and information obtained in the course of their employment and will:

- only use information for work-related purposes
- maintain confidentiality, integrity and security of official and personal information for which they are responsible
- take all reasonable precautions to prevent unauthorised access to, or misuse of, university records and information
- comply with relevant privacy, copyright, records management and freedom of information policies and guidelines.

5. Respect for the law and University governance

5.1. Staff will comply with the laws, regulations and codes of the State and Commonwealth, University statutes and regulations, the University's Collective Agreement and University policies and procedures.

5.2. Staff may report to an appropriate University or external authority any behaviour that violates any law, rule or regulation or represents corrupt or improper conduct (including bribery), mismanagement of resources, or is a danger to public health or safety.

5.3. The University neither tolerates improper conduct by University staff and Council members, nor the taking of reprisals against those who come forward to disclose such conduct. The University is committed to the aims and objectives of the [Protected Disclosure Act 2012 \(Vic\)](#).

5.4. The University recognises the value of transparency and accountability in its administrative and management practices, and supports the making of disclosures that reveal corrupt or improper conduct (including bribery), conduct involving a substantial mismanagement of public resources, or conduct involving a substantial risk to public health and safety or the environment, whether such disclosures are made within the University or to external authorities.

5.5. The University will take all reasonable and practicable steps to protect people who make disclosures described in section 5.4 from any detrimental action in reprisal for making the disclosure. In the case of disclosures made under the [Protected Disclosure Act 2012 \(Vic\)](#), in accordance with the [Whistleblowers and Protected Disclosure Procedure](#), the University aims to protect the confidentiality of the disclosure and the identity of the person who made the disclosure, and to afford procedural fairness to all parties including the person who is the subject of the disclosure.

5.6. Individuals who wish to make a disclosure of improper conduct or detrimental action taken against a person making a disclosure, by the University, its staff, third-party contractors or Council under the [Protected Disclosure Act 2012 \(Vic\)](#), to be assessed and handled in accordance with that Act, must make that disclosure directly to the [Independent Broad-based Anti-corruption Commission \(IBAC\)](#) or the [Victorian Ombudsman](#).

5.7. Staff must comply with the [Whistleblowers and Protected Disclosure Procedure](#) and not harass or take detrimental action in reprisal for actual or suspected disclosures or participation in an investigation into such a disclosure.

6. Conflict of interest

6.1. Staff will act in the best interests of the University when carrying out their duties as employees and must not allow their own interests or the interests of others to interfere with that obligation.

6.2. Staff will avoid, or disclose and manage, conflicts of interest in accordance with the [Conflict of Interest Procedure](#).

7. Gifts and political contributions and donations

7.1. Staff may offer or be offered gifts for various reasons: gifts of gratitude, token or corporate gifts, ceremonial gifts. To avoid any implication that a gift could compromise or influence staff performance in their official functions or duties, staff are not permitted to solicit gifts or benefits or to offer or provide benefits to others in exchange for gifts. Staff may accept or offer gifts only in accordance with the [Gifts Procedure](#).

7.2 The University maintains a position of impartiality with respect to party politics and does not make political contributions or donations to any political party, politician, politically affiliated entity, elected official or candidate for public office. The University does, however, contribute to public policy debate on issues that affect the University, the higher education sector and the work of our partners.

7.3 Staff are not permitted to directly or indirectly use:

- University funds or University assets to make political contributions or donations or attend political fundraisers as a representative of the University,
- their affiliation with the University in relation to making political contributions or donations or attending political fundraisers.

Staff are not prevented from making political contributions or donations or attending political fundraisers in their private capacity, in their own time, using their personal funds or personal assets.

8. Academic integrity

8.1. Staff will maintain high ethical standards in the conduct of research and comply with any obligations imposed by ethics committees or codes of practice of funding bodies, [Regulation 17.1.R8 - Code of Conduct for Research](#) and the [Academic Freedom of Expression Policy](#).

8.2. The University recognises and protects the concept and practice of academic freedom of expression as essential to the proper conduct of its teaching, research and scholarship within the University and the dissemination of knowledge beyond the University.

9. Misconduct

9.1. The University will investigate allegations of, and impose penalties for, unsatisfactory performance, misconduct or serious misconduct by staff under section 61 of the Enterprise Agreement 2013.

9.2. Disciplinary action ranges from formal censure, warning or counselling; withholding of an increment; demotion to a lower classification or increment and/or transfer to another position; in the case of professional staff unsatisfactory performance primarily related to a lack of skill or capacity, transfer to a more appropriate position; suspension with pay; or termination of employment.

9.3. Requests for review arising from disciplinary action decisions will be managed in accordance with the processes set out in section 61 of the Enterprise Agreement 2013.

10. Theft, fraud and corrupt conduct

10.1. The University is committed to creating an environment in which fraud or corrupt activity is not tolerated.

10.2. All staff are expected to familiarise themselves with the [Internal Audit - Creating a low fraud environment](#) website and to understand and fulfil their roles and responsibilities in preventing fraud and corruption.

10.3. All staff are expected to report any suspected fraudulent or corrupt activity as per the [Theft, Fraud and Corrupt Conduct Procedure](#).

10.4. The University will investigate and otherwise deal with allegations of theft, fraud and corrupt conduct by staff under the [Theft, Fraud and Corrupt Conduct Procedure](#).

10.5. The University may refer such matters to the police and take disciplinary action against the staff member under section 61 of the Enterprise Agreement 2013.

RELATED DOCUMENTS

- [Academic Freedom of Expression Policy](#)
- Australian Standard 8001- 2008 Fraud and Corruption Control (available through [University Library](#))
- [Compliance Guide for University Decision-Makers – Procedural Fairness and Other Considerations](#)
- [Conflict of Interest Procedure](#)
- [Discrimination, Sexual Harassment and Bullying Procedure](#)
- [Gifts Procedure](#)
- [Human Resources website](#)
- [Managing University IT Systems and Support Policy](#)

- [Outside Work Procedure](#)
- [Privacy Policy](#)
- [Probation and Confirmation Procedure](#)
- [Procurement Policy](#)
- [Regulation 8.3.R2 – Computing and Network Facilities Rules](#)
- [Review and Appeals Committee Procedure](#)
- [Staff Development, Education and Performance Policy](#)
- [Staff-Student Relationships Procedure](#)
- [Statute 14.1 – Intellectual Property](#)
- [Theft, Fraud and Corrupt Conduct Procedure](#)
- [University Compliance Program](#) and Compliance Materials
- [University of Melbourne Collective Agreement 2010](#)
- [Whistleblowers and Protected Disclosure Procedure](#)

DEFINITIONS

Term	Definition
excessive personal use	Use that negatively impacts on a staff member's ability to perform their role efficiently or effectively.
student	Means a graduate or an undergraduate student of the University, or a person designated as a student pursuant to section 3 of the University of Melbourne Act 2009 (Vic) .
University supervisor	In this context, means the University staff member who directly supervises a person expected to comply with this policy, whether that person has been engaged as a staff member, volunteer, contractor, or consultant.

RESPONSIBLE OFFICER

The Executive Director, Human Resources is responsible for the development, compliance monitoring and review of this policy and any associated procedures and guidelines.

IMPLEMENTATION OFFICER

The Director, Employee Relations and Engagement, Human Resources is responsible for the promulgation and implementation of this policy in accordance with the scope outlined above. Enquiries about interpretation of this policy should be directed to the implementation officer.

REVIEW

This policy is to be reviewed by 30 November 2014.

VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Senior Vice-Principal	10 Sep 2012	10 Sep 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.
2	Senior Vice-Principal	10 Sep 2013	10 Sep 2013	Updates to the following sections: RELEVANT LEGISLATION, SCOPE, 2, 4, 5, 10, RELATED DOCUMENTS. Definition of 'personal use' added - previously

				included in section 4.
3	Vice Principal Administration & Finance	31 Aug 2015	31 Aug 2015	Added section 7.2 and 7.3 political contributions and donations. Updated title of implementation officer.
4	Vice-Principal Administration & Finance	21 May 2015	4 Jan 2016	Fix broken links in Related Documents section.
5	Vice Principal Administration & Finance	20 January 2016	21 January 2016	Replace reference to rescinded procedure with link to Enterprise Agreement in sections 1.3, 9.1, 9.3 and 10.5. Remove reference to rescinded procedure in Related Documents.

Camille Nurka

Attachment CN-4

Student Support Procedure (MPF1069)

GOVERNING POLICY

This procedure is made under the [Student Support and Engagement Policy](#).

SCOPE

This procedure applies to all students in coursework programs and all staff.

PROCEDURE

1. Identifying support needs

1.1. All students, and particularly commencing students, are encouraged to discuss their individual support needs with their Student Centre. Students are asked to be aware of factors which may impact on their academic progress and raise these with staff at the earliest opportunity.

1.2. Students may also contact academic staff to discuss their individual support needs.

1.3. Students may also contact specialist support services directly, or be referred to these services by professional or academic staff. Specialist support services include:

- Counselling and Psychological Services
- University Health Service
- Academic Skills
- Disability Liaison
- Student Connect
- Careers and Employment
- Student Housing and Financial Aid
- Chaplaincy
- Children's Services
- International Student Services
- Melbourne Scholarships
- Murrup Barak Indigenous Student Programs
- University of Melbourne Student Union Advocacy Service

1.4. Faculties may also identify students with specific support needs through a range of mechanisms, including:

- performance in the Diagnostic English Language Assessment (DELA) test
- surveys or other diagnostic tools
- identification by teaching staff on the basis of results in assessment tasks.

1.5. All mechanisms used to identify students who may have specific support needs must comply with the University [Privacy Policy](#). In particular, students must be informed of how any personal information collected will be used and to whom it may be disclosed and, where possible, personal information should be collected directly from the relevant student.

2. Identification based on academic performance or observed behaviours

- 2.1. The University recognises that feedback on academic performance is an important way for students to monitor their progress and assess whether they would be assisted by accessing particular support services.
- 2.2. Subject coordinators will include an early assessment component or other diagnostic task in all first-year undergraduate subjects, in accordance with the [Coursework Assessment Design and Methods Procedure](#).
- 2.3. Subject coordinators will identify students who may benefit from additional support based on performance in assessment or other diagnostic tasks. These students will be contacted by the subject coordinator, a member of the teaching staff for the subject, or, at the request of teaching staff, a relevant professional staff member to ensure they are aware of support services they may find it useful to access.
- 2.4. Teaching staff in any subject who form the view that a student may benefit from additional support due to factors such as poor class attendance, participation, progress or behaviour, or due to issues raised by the student, will ensure that the student is aware of support services available to assist the student by discussing these directly with the student in person, or contacting the student by phone or email. Teaching staff may also suggest that students contact their Student Centre or a specialist support service directly.
- 2.5. Any staff member who forms the view that a student may benefit from additional support can contact an appropriate professional or academic colleague to request that assistance be offered to the student.
- 2.6. Students who are identified as potentially benefitting from additional support based on academic performance or observed behaviours will not be compelled to access particular support services, nor be required to undertake tasks additional to those required for completion of their course. No appointment may be made without the student's consent.
- 2.7. Staff involved in the provision of support to students will exercise discretion and sensitivity at all times, and ensure they comply with the University [Privacy Policy](#).
- 2.8. Students will act with reasonable self-awareness and take responsibility for their own academic progress, including by giving due consideration to offers of additional support.

RELATED DOCUMENTS

- [Academic Performance Policy](#)
- [Assessment Procedure](#)
- [Diagnostic English Language Assessment \(DELA\) Testing Procedure](#)
- [Enrolment Policy](#)
- [Privacy Policy](#)
- [Responsible Conduct and Expectations of Students Policy](#)
- [Special Consideration Policy](#)

DEFINITIONS

Term	Definition
Early assessment	Assessment component that is completed, submitted and returned early in the teaching period for a particular subject (usually within the first six weeks for subjects with standard 12-week teaching periods). The task may count towards the final mark for the subject, or comprise a hurdle or participation requirement that does not impact on the final mark.
Observed behaviours	Student behaviour which causes concern and suggests that the student may benefit from

	some form of additional support.
Personal information	The Privacy Act defines personal information as information or an opinion (including information or an opinion forming part of a database), whether true or not, that is recorded in any form, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.
Specific support needs	For the purposes of this procedure, circumstances (including medical, personal and socio-cultural) affecting individual students which may impact on their academic success.
Teaching staff	For the purposes of this procedure, includes subject coordinators and other academic staff involved in delivering learning and teaching activities within a subject.

RESPONSIBLE OFFICER

The Provost is responsible for the development, compliance monitoring and review of this procedure and any associated guidelines.

IMPLEMENTATION OFFICER

The Manager, Policy and Programs, Office of the Deputy Vice-Chancellor (Academic) is responsible for the promulgation and implementation of this procedure in accordance with the scope outlined above. Enquiries about interpretation of this procedure should be directed to the implementation officer.

REVIEW

This procedure is to be reviewed by 28 February 2016.

VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Provost	24 November 2011	21 August 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.
2	Provost	24 October 2012	24 October 2012	Overall review of procedure.
3	Provost	18 February 2013	18 February 2013	Further refinements to clearly explain the types of cross-referrals that are allowable between staff.
4	Academic Secretary	14 May 2015	14 May 2015	Update links in Related Documents.

Camille Nurka

Attachment CN-5

Code Of Conduct

1 Principles

This Code has been formulated to provide a clear statement of the University's expectations of its staff and affiliates in respect of their professional and personal conduct.

The Code reflects, and is intended both to advance the object of the University, namely the promotion of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence, as well as to secure the observance of its values of:

- responsibility and service through leadership in the community;
- quality and sustainability in meeting the needs of the University's stakeholders;
- merit, equity and diversity in our student body;
- integrity, professionalism and collegiality in our staff; and
- lifelong relationship and friendship with our alumni.

These values must inform the conduct of staff and affiliates in upholding and advancing:

- freedom to pursue critical and open inquiry in a responsible manner;
- recognition of the importance of ideas and ideals;
- tolerance, honesty, respect, and ethical behaviour; and
- understanding the needs of those we serve.

2 Application of the Code

This Code applies to:

- all University staff (including casual staff) (referred to in this document as "**staff**"); and
- clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf (referred to in this document as "**affiliates**").

All staff are required to comply with the obligations set out in this Code and act in a way that furthers the University's object and upholds its values. Affiliates are required to comply with the Code in respect of their activities relating to or impacting upon the University and/or its staff or students. The University may take disciplinary action against staff for a breach of the Code, and may take commensurate action against affiliates.

The duties and obligations of members of Senate are set out in the [University of Sydney Act 1989](#) and the [University of Sydney \(Senate\) Rule 2002](#) and this Code does not apply to Fellows when acting in that capacity. Nor does this Code apply to students, who are

covered by the University's [Code of Conduct for Students](#).

3 Definitions and interpretation

In this document:

Affiliate means a clinical title holder, an adjunct, conjoint and honorary appointee, a consultant or contractor to the University, an office holder in a University entity, a member of any University Committee and any other person appointed or engaged by the University to perform duties or functions on its behalf. The application of this Code of Conduct to affiliates is set out in Part 2 above.

Intellectual property means intellectual property as defined in the [University of Sydney \(Intellectual Property\) Rule 2002 \(as amended\)](#).

Policy means a University policy as introduced, altered or replaced by the University from time to time.

Staff or staff member means an employee of the University, including a casual employee.

Supervisor means:

- (a) in the case of a staff member, the person nominated by the University from time to time as the staff member's supervisor;
- (b) in the case of a clinical title holder, an adjunct, conjoint and honorary appointee, the Dean of the relevant Faculty;
- (c) in the case of a consultant or contractor to the University, the University officer nominated as the relevant contact officer in relation to their engagement;
- (d) in the case of an office holder in a University Entity or a member of any University Committee, the Chair of the relevant Entity or Committee; and
- (e) in any other case, the University officer nominated as the relevant contact officer in relation to the person's engagement.

University Committee means any committee or governing body of any entity established by or with the authority of the Senate.

University Entity means any entity established by or with the authority of the Senate.

A reference to any **legislation**, includes subordinate legislation made under it, and includes that legislation and subordinate legislation as amended or replaced from time to time.

4 Personal and Professional Behaviour

In performing their University duties and functions, the behaviour and conduct of staff and affiliates must be informed by the University's object and its values and the principles enunciated in Part 1 above. All staff and affiliates must:

- maintain and develop knowledge and understanding of their area of expertise or professional field;
- exercise their best professional and ethical judgement and carry out their duties and functions with integrity and objectivity;
- act diligently and conscientiously;
- act fairly and reasonably, and treat students, staff, affiliates, visitors to the University and members of the public with respect, impartiality, courtesy and sensitivity;
- avoid conflicts of interest;
- maintain a co-operative and collaborative approach to working relationships; and
- comply with all applicable legislation, industrial instruments, professional codes of conduct or practice and University policies, including in relation to:
 - the conduct of research;
 - confidentiality and privacy of information;
 - equal opportunity;
 - health and safety policies and practices;
 - efficient and effective use of University resources including information communication and technology resources; and
 - protection of the University's interests in intellectual property arising from its teaching and research.

5 Conflicts of Interest

All staff and affiliates must:

- comply with the University's [External Interests Policy 2010](#) and ensure that there is no actual, potential or perceived conflict between their personal interests or their duties to other parties and their duties and responsibilities as staff or affiliates of the University;
- promptly make full disclosure to the University of all relevant facts and circumstances giving rise to an actual, potential or perceived conflict of interest and cooperate with the University to ensure that all appropriate steps are taken to eliminate or manage such conflicts in accordance with the University's [External Interests Policy 2010](#); and
- comply with the University's [Guidelines Concerning Commercial Activities](#).

6 Intellectual Property

All staff and affiliates must comply with the [University of Sydney \(Intellectual Property\) Rule 2002 \(as amended\)](#).

7 Secondary Employment and Outside Earnings

All staff and affiliates engaged in paid University work must ensure that any non-University work they perform (including provision of assistance to government, the professions and industry through, for example, consulting work, contracting, collaborative research and participation on committees):

- does not conflict with their University work;
- does not adversely affect their University work performance;
- does not involve the use of University resources (except in the case of academic staff, as permitted by the University's [Outside Earnings of Academic Staff Policy 2011](#));
- is performed outside their normal University working hours, unless, in the case of academic staff, the work has been approved under the University's [Outside Earnings of Academic Staff Policy 2011](#).

In addition, academic staff must comply with the University's [Outside Earnings of Academic Staff Policy 2011](#).

8 Acceptance of Gifts and Benefits

Staff and affiliates must not solicit nor accept gifts or benefits, either for themselves or for another person, which either might in any way, either directly or indirectly, compromise or influence them in their official University capacity or might appear to do so.

Consistently with and subject to that general principle, staff and affiliates may accept occasional gifts or benefits, subject to the following requirements:

- Gifts may be accepted only if the recipient is satisfied that they cannot be compromised, or be seen as having been compromised, by doing so;
- A staff member or affiliate who is in a position in the course of their University work to confer a benefit on a third party must not accept a gift from that party;
- Where the value of the gift or benefit exceeds \$100, it may be retained only if reported for registration on the University's Register of Gifts and Benefits; and
- Cash or gift vouchers must not be accepted from any third party which derives a commercial benefit from a contractual relationship with the University under any circumstances.

Any gift or benefit that cannot be considered as occasional and token should be declined stating that it is the University's requirement that such gifts or benefits should not be accepted. If this is not possible because of the environment in which the gift or benefit is offered, the gift or benefit may be accepted on behalf of the University, and it should then be retained by the relevant School or Administrative Unit.

For the purposes of this Code, "gifts" include honorariums which may be retained subject, if required, to being declared on the [University's Register of Gifts and Benefits](#).

Staff and affiliates must report any offers of bribes to their supervisor, who should then ensure that the matter is reported as corrupt behaviour in accordance with Part 12 of this Code.

9 Public Comment

Staff and affiliates who make public comment or representations and in doing so identify themselves as staff or affiliates of the University must comply with the University's [Public Comment Policy](#).

10 Use and Security of Official Information

Staff and affiliates must:

- maintain the integrity, confidentiality and privacy of University records and information to which they have access in the course of their employment;
- take all reasonable precautions to prevent unauthorised access to, or misuse of, University records and information; and
- comply with the University's [Privacy Policy](#) and [Information Security Policy](#).

Staff and affiliates must not:

- disclose, or offer to supply, confidential or private University records or information, except when authorised to do so as a part of their normal duties or functions, or when required or permitted to do so by University policy, State or Commonwealth law, court order or other legal instrument;
- access or use information, including information on electronic systems and hardcopy files, other than for an authorised purpose; or
- destroy, or authorise the destruction of, University records other than in accordance with University policy and relevant legislation.

11 Use of University Resources

Staff and affiliates must:

- use all University resources in an efficient manner and for University purposes only, unless express permission has been granted for non-University or private usage; and
- comply with the University's policy on [Use of University Information and Communication Technology Resources](#).

Staff and affiliates must not access or transfer pornographic or other inappropriate material through University information and communication technology resources (other than with the specific approval of the University's Ethics Committee for bona fide research purposes).

The University's mail, telephones (including mobile phones), facsimile machines, email and internet are provided for University use. Excessive and/or unauthorised personal use of any of these facilities can lead to the University taking disciplinary action against a staff member and commensurate action against affiliates. E mails (including personal emails) remain the property of the University at all times and may be accessed under court orders,

Freedom of Information requests and in accordance with the University's policy on [Use of University Information and Communication Technology Resources](#).

Staff and affiliates should be aware that the University will, from time to time, access its communication resources to ensure that use of these resources is appropriate to carrying out the functions of the University.

12 Notification of Wrongdoing

Instances of wrongdoing, including, corrupt conduct, maladministration, serious or substantial waste of public money, government information contravention, or some other kind of wrongdoing should be reported in accordance with the University's [Reporting Wrongdoing Policy 2012](#). Reports can be made to the Director, Audit and Risk Management or the Manager Investigations, Audit and Risk Management.

Reports made by staff and other persons acting in a public official capacity may be protected under the Public Interest Disclosures Act 1994 (NSW).

13 Equity of Access and Prevention of Harassment and Discrimination

Staff and affiliates must comply with the University's [Harassment and Discrimination Prevention Policy and Resolution Procedure](#) and must not harass or discriminate against students, staff, affiliates, visitors to the University's campus, or members of the public.

14 Work Health & Safety

While at work or performing duties or functions for the University, staff and affiliates must:

- comply with the University's [Work Health & Safety Policy and Procedures](#)
- take reasonable care for their own health and safety and the health and safety of others who may be affected by their acts or omissions at work; and
- cooperate with the University to ensure compliance with all relevant health and safety laws.

Staff and affiliates must take care not to put themselves or other University community members at risk or reduce their ability to carry out their duties through the misuse of alcohol or drugs. Under no circumstances should staff or affiliates attend for duty under the influence of alcohol or drugs.

Administration

Background/Context

15 Management responsibility

Director, Human Resources

16 Implementation responsibility

Director, Human Resources

17 Dates

Document originally approved by Senate on 7.10.97.

Revision 1 approved by Professor G Brown, Vice-Chancellor, on 26.10.00.

Revision 2 approved by Professor G Brown, Vice-Chancellor, on 28.3.02.

Revision 3 approved by Professor K Eltis, Senior Deputy Vice-Chancellor, on 19.6.03.

This review approved by Professor Gavin Brown, Vice-Chancellor, on 15 April 2008

Amendment to clause 12 approved by Professor Ann Brewer, Acting Vice-Chancellor, on 21 May 2012, to incorporate the new Reporting Wrongdoing Policy 2012 dated 16 January 2012.

Camille Nurka

Attachment CN-6

PART A: OVERVIEW OF CODE

This Code sets out the University's expectations of staff and affiliates with respect to their professional and personal conduct. It is intended to promote integrity and ethical behaviour, and to guide individuals' dealings with colleagues, students, the University, and the national and international community. The Code stands beside but does not exclude or replace other legally binding obligations.

The Code has broad application. It applies to all **staff** and **affiliates** of the University, regardless of their level or seniority. It covers all circumstances when staff and affiliates are performing work, duties or functions for the University, as well as related activities, such as work-related functions, travel, conferences and any circumstances when a person is representing the University.

As a priority, all staff and affiliates are expected to conduct themselves in accordance with UNSW's guiding principles as espoused in UNSW's **strategic intent document**:

1. Academic freedom
2. Leadership
3. Innovation, initiative and creativity
4. Recognition of merit and excellence
5. Integrity and high ethical standards
6. Equity, opportunity and diversity
7. Mutual respect, collegiality and teamwork
8. Professionalism, accountability, and transparency
9. Safety
10. Sustainability
11. High service standards

Primary Obligations

The overarching obligation of all staff and affiliates is to act in the best interests of the University at all times. To this end, staff and affiliates have three primary obligations with respect to their personal and professional conduct:

1 an obligation to the University in terms of responsible stewardship of its resources and protection of its reputation in the wider community;

2 a duty to observe standards of equity and respect in dealing with every member of the University community; and

3 an obligation to act appropriately when a conflict of interest arises between a staff member or affiliate's own self interest and their duty to the University.

These obligations are expanded upon in Part B, with reference to relevant University policies and procedures.

PART B: OBLIGATIONS

1

UNIVERSITY RESOURCES AND REPUTATION

Academic Freedom

The University recognises and protects the concept and practice of academic freedom as essential to the proper conduct of teaching, research and scholarship within the University. While academic freedom is a right, it carries with it the duty of academics to use the freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth. Academic freedom is not a defence to poor behaviour or disrespectful treatment of others.

Public Comment

Staff and affiliates must not make any public comment on behalf of the University or represent themselves as being spokespersons for the University, unless expressly authorised to do so. All public comments of this nature should be coordinated by the University's *Media and Communications Office*.

Within the ambit of academic freedom lies the traditional role of academics in making informed comment on societal mores and practice and in challenging held beliefs, policies and structures. Where such comments are offered by academics as members of the University, it is expected that those commentaries will be within their broad area of expertise.

These expectations are not intended to restrict the right of any individual to freely express their opinions in their private

capacity, or as a member or representative of any professional, community or representative body.

Responsible Stewardship of University Resources

Staff and affiliates are required to:

- .. use University resources for University purposes only. Reasonable personal use of some resources may be permitted provided it is not excessive and it does not interfere with the performance of University duties or functions. If staff or affiliates wish to use University resources for personal use, they should seek guidance from their manager/supervisor (for staff) or University contact person (for affiliates);
- .. use University resources in a timely, proper and efficient manner;
- .. care for and maintain University resources within their possession or control;
- .. avoid improper use of University resources for private gain or the gain of a third party; and
- .. use information and community technology devices for business purposes in accordance with the University's *Acceptable Use of UNSW Information and Communication Technology Devices Policy*.

Intellectual Property

Staff and affiliates are required to deal with intellectual property in accordance with the University's *Intellectual Property Policy*.

Ethical Decision Making

When making decisions related to University or work matters, staff and affiliates are required to consider:

- .. whether the decision complies with the University's legal obligations;
- .. whether there are any conflicts of interest arising from the decision; and
- .. the possible impact of the decision on others and on the reputation of the University.

Fraud and Corruption Prevention

Staff and affiliates are required to:

- .. minimise the University's exposure to fraud and corruption, by abiding by the University's *Fraud and Corruption Prevention Policy*; and
- .. report any suspected fraud, corrupt, criminal, unethical conduct, maladministration or waste of public money. Individuals can report directly to their manager/supervisor (for staff) or University contact person (for affiliates). Alternatively, such reports may be made as a "protected disclosure" in accordance with the University's *Policy for Making a Complaint or Reporting*

Incidents of criminal, corrupt conduct or maladministration or Protected Disclosure at UNSW, detailed further below.

Protected Disclosure

Staff and affiliates can report any suspected fraud, corrupt, criminal or unethical conduct, maladministration or serious and substantial waste of public money as a "protected disclosure" under the University's *Policy for Making a Complaint or Reporting Incidents of criminal, corrupt conduct or maladministration or Protected Disclosure at UNSW*.

Disclosures should be made to a Protected Disclosures Officer or the Protected Disclosures Coordinator. There is a Protected Disclosures Officer in each faculty and division (usually the Dean, Rector or Divisional Head). The Director, Human Resources and the Head, Risk Assurance and Internal Audit are also Protected Disclosure Officers. The Protected Disclosures Coordinator is the Senior Deputy Vice-Chancellor.

Staff and other public officials making protected disclosures are protected from victimisation under the Protected Disclosures Act 1994 (NSW).

Equity and Respectful Treatment

Staff and affiliates are required to:

- .. treat students, staff and affiliates with respect;
- .. not allow personal relationships to affect professional relationships;
- .. ensure they do not engage in unlawful discrimination and harassment. The University has an *Equal Opportunity Policy* which sets out these obligations in more detail;
- .. ensure they do not engage in workplace bullying. The University has a *Workplace Bullying Policy* which sets out these obligations in more detail;
- .. act and communicate professionally and courteously with all students, staff and affiliates;
- .. give due credit to the contributions of other staff, affiliates or students;
- .. refrain from acting in any way that would unfairly harm the reputation and career prospects of other staff, affiliates or students; and
- .. consider the desirability of intervening constructively where a colleague's behaviour is clearly in breach of this Code.

Occupational Health and Safety

Staff and affiliates are required to:

- .. take reasonable care for the health safety and welfare of themselves, and others in the University community. The University has an *Occupational Health and Safety Policy and Procedures* which sets out these obligations in more detail;
- .. ensure they do not attend work or perform duties or functions for the University while under the influence of alcohol or drugs. The University has *Drug and Alcohol Guidelines* which sets out these obligations in more detail; and
- .. co-operate with the University to ensure compliance with all relevant health and safety laws.

Privacy

Staff and affiliates are required to:

- .. respect individuals' rights to privacy and maintain the privacy and confidentiality of information. The University has a *Privacy Management Plan* which outlines these obligations in more detail;
- .. take reasonable precautions to prevent unauthorised use or disclosure of confidential or personal information; and
- .. keep records in accordance with relevant legislation and the University's *Record Keeping Policy*.

Conflicts of Interest

Staff and affiliates are required to:

- .. identify any actual, potential or perceived conflict of interest between their personal interests or duties to other parties, and their duties and obligations to the University, and deal with such conflicts of interest in accordance with the University's *Conflict of Interest Policy*; and.
- .. promptly make full disclosure to the University of all relevant facts and circumstances giving rise to an actual, potential or perceived conflict of interest to their manager/supervisor, and complete a Disclosure Statement if required under the *Conflict of Interest Policy*.

Managers/supervisors have additional responsibilities to take appropriate action when employees make disclosures, in accordance with the *Conflict of Interest Policy*.

In addition, members of University Council and senior managers of the University are required to declare interests and activities in accordance with the University's *Register of Interests Policy for Council Members and University Senior Management Positions*.

Outside Work

ACADEMIC STAFF: Academic staff are required to ensure that any outside work is in accordance with the University's *Paid Outside Work Policy*.

PROFESSIONAL AND TECHNICAL STAFF: The University expects that professional and technical staff will not generally perform outside work. However, the University recognises that there may be some circumstances when professional and technical staff may perform outside work. Such outside work is only permitted if it has been disclosed in advance to the staff member's manager/supervisor, and it:

- .. does not compromise the staff member's integrity and independence;
- .. does not conflict with their University work or adversely affect their University work performance; and
- .. does not involve University time or resources.

Gifts and Benefits

Staff and affiliates must not accept or confer gifts or benefits unless they comply with the conditions set out in the University's *Gifts and Benefits Procedure*.

PART C: OPERATION AND APPLICATION OF THE CODE



Responsibilities and Allegiances

The University is a complex organisation comprising a diversity of populations which have different relationships to one another. These may be relations of power and/or status. It is essential in such a community that all members recognise and respect not only their own rights and responsibilities but also the rights and responsibilities of other members of the community, and those of the University itself.

The University recognises that many of its staff and affiliates are also bound by codes of conduct or ethics defined by learned or professional societies or groups. Academic staff in particular have multiple allegiances: to their discipline or profession at national and international levels, to the academic profession; to the community at large; and to the University. It is recognised that these allegiances are not always in harmony. It is the individual's obligation to weigh the importance of these allegiances in each particular set of circumstances and to notify an appropriate officer of the University where a conflict does or may arise.



Compliance with this Code

All staff and affiliates are required to comply with this Code. For the purposes of this Code:

- .. **Staff** means all employees of the University, including casual employees; and:
- .. **Affiliates** means conjoint and visiting appointees; consultants and contractors; agency staff; emeriti; members of University committees; and any other person appointed or engaged by the University to perform duties or functions for the University.

If a staff member breaches this Code, the University may take disciplinary action. In serious cases, this may include termination of employment. The process for dealing with alleged breaches of this Code by staff will be in accordance with the applicable enterprise agreement, industrial instrument or contract.

Affiliates may have commensurate action taken against them, which may include termination or non-renewal of their contract or appointment.

In addition to this Code, the following codes of conduct may also apply to some members of the University community:

- .. Code of Conduct for Council Members
- .. UNSW Research Code of Conduct

This Code does not apply to students, except where they are also employees or affiliates (e.g. if a student is employed as a tutor, if a conjoint is also a student etc.). The obligations of students are set out in The Student Code of Conduct and National Code of Conduct for Overseas Students



Seeking guidance from University contact people

This Code sets out the obligations of staff and affiliates. It is not possible, however, to cover every circumstance and situation in this Code. If a circumstance or situation arises which is not expressly covered in this Code, individuals must apply the principles of this Code and not act in conflict with the Code. If an individual is unsure about their obligations in any circumstance or situation, they should seek guidance prior to taking any action, from the following contact persons:

- .. **Staff** should contact their manager/supervisor.
- .. **Affiliates** should contact the University contact person designated under their contract or appointment letter. Members of University committees should contact the chair of the Committee. Emeriti should contact the relevant Head of School or the Senior Deputy Vice-Chancellor.

In addition, all staff and affiliates can contact the head of their school or faculty, business unit or division, the Vice-President, Human Resources or the Director, Risk Management

Staff and affiliates can also report any suspected breaches of this Code, or other ethical issues, to these contact people.



Responsible Officer	Vice-Chancellor		
Contact Officer	Vice President, Human Resources		
Superseded Documents	Code of Conduct approved by UNSW Council on 19 December 1994 (CL94/104)(g), and amended, Audit Committee of Council, 20 October 1997		
Review	Vice President, Human Resources - June 2012		
File Number	2016/08644		
Associated Documents	<ul style="list-style-type: none"> • Acceptable Use of UNSW Information and Communication Technology Resources • Code of Conduct - Members of Council • Conflict of Interest Policy • Drug and Alcohol Guidelines • Equal Opportunity in Education • Gifts and Benefits Procedure • Intellectual Property Policy • Occupational Health and Safety Policy and Procedures • Policy on Paid Outside Work by Academic Staff • Procedure for Making and Handling Public Interest Disclosures • Privacy Management Plan • Recordkeeping Policy • Register of Interests Policy for Members of Council and UNSW Senior Management positions • Research Code of Conduct • Staff Complaint Procedure • UNSW Strategic Intent (B2B) • Workplace Bullying Policy 		
Version	Authorisation	Approval Date	Effective Date
2.1	Administrative update authorised by Deputy Head of Governance	18 February 2016	29 February 2016

Appendix A: History

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	UNSW Council on 19 December 1994 (CL94/104)(g)	19 December 1994	19 December 1994	
1.1	Audit Committee of Council	20 October 1997	20 October 1997	
2.0	UNSW Council, CL09/17	27 April 2009	1 June 2009	Full review
2.1	Deputy Head of Governance	18 February 2016	29 February 2016	Administrative update of leadership positions.

Camille Nurka

Attachment CN-7



Code of Conduct

Section 1 - Purpose and Context

Towards the Highest Standards

The University community at Western Sydney University is committed to demonstrating high standards of personal and professional conduct.

These standards are outlined in this Code of Conduct and together establish the ethical framework within which we must all - employees, members of Board and committees constituted within the University - operate. The Code is also a guide to students (on-shore and off-shore), visitors and contractors of the ethical standards that we expect they will also uphold in their engagement with the University. The Code applies to all of the University's activities whether within Australia or off-shore, subject to the operation of relevant legislation in Australia and overseas.

The principles and values underpinning the Code will shape the reputation by which we will be known in the future. Some situations faced by our people are complex, so the Code explains the broad guidelines that are more closely defined elsewhere in policy, procedures, legislation, and industrial agreements.

All members of the University community need to be familiar with these guidelines if we are to meet the challenge of becoming an organisation that embodies its values in its operations, its teaching, learning and research, and in its community and interpersonal interactions.

The Code reflects the character that is becoming distinctively 'Western Sydney University'. It will be successful to the extent we all give our personal commitment to the principles it espouses.

We seek your support in building Western Sydney University's reputation for integrity, ethics and fairness.

Peter Shergold, AC, Chancellor Barney Glover, Vice-Chancellor and President

Section 2 - Definitions

(1) Nil.

Section 3 - Policy Statement

Part A - Principles and Values

The Foundation of Western Sydney University Standards

(2) The University is a modern institution with a commitment to equity and fairness, a University that puts knowledge to work in the education of its students for employment, in the application of its research to contemporary problems and in mutually enriching partnerships with its communities. It provides a 'place to grow' in understanding, tolerance, compassion and insight; and it cherishes exploration and enquiry at the edge of disciplinary convention and at the forefront of professional practice.

(3) The University is a 'public' body in the broadest sense, with a mission that encompasses service to local, national and international communities. In order to maintain its reputation and standing, our people are expected to act ethically at all times, with openness and fairness, and in recognition of the role of universities in society.

(4) A shared and explicit set of values will continue to characterise the University, the cornerstones of which are:

- a. Ethics and accountability
- b. Excellence and quality in all endeavours
- c. Equity of access and inclusiveness
- d. Academic responsibility and freedom
- e. Scholarly rigour and integrity
- f. Collegiality and participatory decision making
- g. Relevance and responsibility to our communities.

(5) As a member of the University community it is expected that, in carrying out your role, you will:

- a. act in good faith and with honesty, integrity, transparency and impartiality
- b. act with diligence and responsiveness and treat other University members with fairness, respect and courtesy and without discrimination or harassment
- c. foster and protect the reputation of the University
- d. carry out duties as best you can within your delegated authority, constantly enhancing your professional knowledge
- e. be accountable for all actions and decisions, providing documentation and sound reasons for them
- f. not act in a manner that inhibits another person from fulfilling the requirements of their position
- g. respect the confidentiality of entrusted information
- h. be alert to issues of conflict of interest and take action to declare and avoid them
- i. use University resources properly and in accordance with work health and safety obligations
- j. report all fraud and corrupt conduct.

(6) As the University provides an environment that fosters free enquiry, civility and respect, it is important that members of the University community ensure that outside interests and their personal beliefs and private commitments do not interfere with, or influence, their duties and responsibilities.

Part B - The Code of Conduct

(7) The University's Code of Conduct reflects the nature of the University as defined through its Mission, its strategic planning documentation and the employment agreements.

(8) Universities are relatively autonomous with the ideal of academic freedom providing the foundation for the pursuit of knowledge without undue interference. Universities exist and operate, however, in an environment of statutory requirements and obligations with which they must comply. These deal with issues such as discrimination, corrupt conduct, workplace safety, privacy, freedom of information, industrial relations and the like.

(9) The University therefore expects its people to remain informed about, act within the spirit of, and comply with University policies, directions and relevant legislation, as well as any regulatory requirements of their discipline or profession. You should report breaches or non-compliance with legal obligations as such matters can affect people's safety and security and involve legal liability.

(10) This Code of Conduct will assist the University to meet its goals. It outlines what is expected of you as a member of the University community. It does so recognising that all University policies are secondary to State and Federal laws and that in all matters our people - staff, students, contractors and others - are subject to the law.

A Fair and Safe Environment

(11) All members of the University are entitled to be treated with respect and given equal opportunities regardless of personal, social or cultural characteristics. They should also experience a safe work and study environment free from discrimination, harassment, bullying or vilification. The University will investigate all complaints within its relevant policies and in accordance with the anti-discrimination and other applicable laws. The University will not allow victimisation of complainants.

Public Comment

(12) The University embraces the ideal of fair and open discussion, recognising the rights of individuals to their own opinions, and supporting the principles of freedom of speech. However, it is expected that you will restrict your public expression of opinion or comment to matters that will not risk damage to the University's reputation and prestige and avoid representing a personal viewpoint as being that of the University. You must also refrain from using a University title when expressing personal views other than within your area of academic expertise or managerial responsibility and must ensure you are officially authorised to comment on behalf of the University before doing so.

Academic Freedom

(13) The University is committed to the ideal of freedom to undertake intellectual inquiry and the pursuit of knowledge without undue interference or influence. While the individual and the University benefit from this, we acknowledge the social context and our responsibilities and accountability to peers, each other, and society in general. You should therefore recognise that:

- a. academic responsibility encompasses an ethical obligation to the University community and society for the quality and integrity of outcomes and relevance to the work of the University
- b. there is an organisational context of consideration and decision making within which we work
- c. academic freedom does not include a protected privilege to speak out on any matter, to deride or defame individuals, groups or the University or to ignore the policies or decisions that have been formally made within the University community, or those which the University is required to observe at law.

Intellectual Property

(14) The University, as an employer, is the owner of intellectual property created by staff in the course of their employment including such things as owning copyright in course materials. This principle does not apply to use of skills in future employment but it does encompass confidential and commercial in-confidence material and other sensitive information.

Confidential Information

(15) In protecting the privacy of individuals or organisations about which the University holds confidential information you must ensure that information is accessed only by those who have a legitimate need and lawful authorisation to do so. You must:

- a. respect the confidentiality and privacy of personal or commercial information entrusted to the University
- b. disclose official information only in accordance with University policy or legal obligations
- c. ensure that University information and electronic files are kept secure

- d. ensure that personal or confidential information is never used for your gain or benefit or that of a third party, nor to the detriment of the University - either while employed at the University or later.

Conflict of Interest

(16) A conflict of interest arises when a private interest conflicts with our duty as University members. Such conflicts can influence decisions unfairly. Where a conflict of interest exists in reality or where others may perceive that it does, the University expects you to declare it to a supervisor, Chair of a committee, or other relevant person or body. As a general guideline should:

- a. comply with policies on conflict of interest, delegations and commercial activities
- b. never use information obtained in the course of employment to gain advantage for yourself or anyone else
- c. exclude yourself from any decision in which you have an interest. This may involve a personal benefit or vested interest or one that involves family, friends, former employees or business contacts. It may also involve prejudice against a particular person or outcome.

Outside Employment

(17) In valuing the expertise of our people, the University recognises that staff may engage in paid or unpaid outside employment or private practice but expects that their doing so will not adversely impact on their ability to fulfil their obligation to the University, nor impede its work health and safety commitments. Subject to individual staff contracts, the University expects that people will not, unless expressly approved, use the University's name, reputation, or resources in association with any outside work or private practice. The University's approval processes must be followed.

Integrity

(18) The University is intent on the detection and elimination of fraud and corrupt conduct and on protecting people who make disclosures. The University expects you to act honestly and to report any possible corruption, maladministration or waste of the University's resources. You can do the latter as a protected disclosure, internally or to government authorities such as the Independent Commission Against Corruption (ICAC), the Ombudsman, or the Auditor-General. Such reports will be properly and confidentially investigated and you will be advised of the outcomes.

Gifts or Benefits

(19) Gifts or benefits that may appear to influence any aspect of our work must be neither solicited nor accepted. Such gifts or benefits might include things like money, property, a discounted service or goods (consideration), a service, or hospitality. Please refer to the University policies for more detail but in general, you:

- a. may not accept gifts of money in any circumstances
- b. may accept unsolicited gifts or benefits of a nominal value attached to social and cultural events, promotional activities or visits if the acceptance poses no compromise. Gifts above nominal value are gifts to the University
- c. may, where practicable, donate consumable gifts to charitable organisations.

University Funds

(20) All members of the University are accountable for the efficient and effective use of funds and must act only within delegated authority and University policies and procedures. You are expected to:

- a. be prepared to justify all expenditure approved
- b. seek clarification about transactions where there is confusion over delegation, authority, policy or procedure

- c. maintain proper documentation and records of all financial transactions
- d. report instances of misuse or misappropriation of University funds
- e. never use University funds or credit cards for personal purposes or benefit, or to make donations to any political party or political association.

Facilities and Equipment

(21) University facilities and equipment are provided so we can achieve our Mission and agreed Goals. You can only use them for approved purposes and never for private purposes without express permission. For reasons of practicality, reasonable personal use of University communications facilities, photocopiers, internet access, and desktop computers is acceptable if that use is brief, complies with University policies, and does not interfere with normal work. However, no one is approved to use University facilities or equipment for private commercial, personal interest, or party political purposes other than as expressly approved within relevant policy and employment agreements.

(22) When using University facilities, equipment or vehicles, you are responsible for them - for maintaining safety and adhering to University policies and for legislative requirements such as Work Health and Safety, as well as for any damage or loss. All University facilities, equipment or vehicles must be used efficiently and carefully and any misuse or misappropriation reported.

Alcohol and Drugs

(23) Western Sydney University is an educational and social community whose students, staff and guests interact in a wide variety of activities. It is acknowledged that alcohol will be consumed at some activities involving the University or occurring on University grounds. However, the University's relationship with the community and in particular with people under 18 years of age demands a responsible approach. The University does not allow the consumption of illegal drugs nor harassment and unacceptable or unlawful behaviour that may result from the use of alcohol or drugs. You must not attend work if your performance of your duties is impaired by alcohol or drugs, or if you are likely to cause danger for yourself or others. You must comply with University policies and legal and safety requirements for usage of University grounds or equipment.

Part C - Breaches of the Code

(24) The University is committed to the highest standards of conduct and the continual improvement of our practices. The University also recognises that the issues raised in this Code are complex and that it is sometimes hard to interpret specific cases.

(25) Therefore, it is intended that supervisors will deal with minor breaches by counselling staff, explaining procedures or requirements more clearly or taking other remedial action.

(26) However, serious breaches will be addressed through disciplinary procedures as detailed in the applicable employment agreements. Breaches of the Code may amount to misconduct or serious misconduct within the University framework. Perceived corrupt conduct will be reported to the Independent Commission Against Corruption.

Part D - Ethics Guidance

(27) Sometimes, a matter may present an ethical dilemma or one in which there are perceived conflicts of duty or loyalty but which may, in the end, have no 'right' answer. In such cases you need to reflect on the matter personally, to talk it over with supervisors, to document it, or to seek other avenues of advice, both professional and personal, available within the University.

(28) Some questions that might help reduce the level of uncertainty are:

- a. How do I personally feel about it?
- b. How would an independent person feel about it?
- c. How does it sit against the values of the University and the spirit of those values?
- d. What guidance do the University's policies and procedures provide?
- e. How would I justify my actions to others?
- f. Is it in the best interests of the University?

(29) In addition to discussion of issues with supervisors, advice on ethical issues can be obtained from a range of sources within the University depending on the context. These include:

- a. University Secretary and General Counsel who is also the Protected Disclosures Coordinator
- b. Office of Audit and Risk Assessment
- c. Equity and Diversity Unit
- d. Office of Research Services - research ethics
- e. Research Engagement, Development and Innovation - intellectual property
- f. Office of People and Culture

Section 4 - Procedures

(30) Nil.

Section 5 - Guidelines

Part E - Relevant Documents, Policies and Legislation

(31) The Associated Information page contains a listing of the key documents, policies and legislation that regulate the University's operations. The University is also subject to the general 'laws of the land' and a range of Acts dealing with registration for particular professions.

(32) The listing includes links to the key policies that relate to the issues covered in this Code of Conduct. The list is current at the time of publication but is subject to change. Existing policies are amended and new policies are added regularly. Reference should always be made to the [Policy DDS website](#) in order to access the most recent policy information.

(33) The listing of State and Federal legislation refers to the most frequently cited legislation in the University context, but should not be taken as a comprehensive listing of all relevant statutes. State and Commonwealth legislation can be readily accessed via a number of Australian web sites including those of the Australasian Legal Information Institute (AustLII) and the NSW Parliamentary Counsel's Office.

Status and Details

Status:	Current
Effective Date:	27th August 2015
Review Date:	27th April 2016
Approval Authority Policy:	Board of Trustees
Approval Authority Procedure/Guideline:	Not Applicable

Approval Date:	18th August 2015
Expired Date:	To Be Advised
Unit Head:	Name: Sophie Buck (02) 9678 7875 Position: Director, Governance Services
Author:	Name: Nicole Malone (02) 9678 7836 Position: Manager, Policy
Enquiries Contact:	Name: Nicole Malone (02) 9678 7836 Position: Manager, Policy

Camille Nurka

Attachment CN-8



LA TROBE
UNIVERSITY

CODE OF CONDUCT



For members
of the University
community

OUR CODE OF CONDUCT

CODE OF CONDUCT	WORKPLACE BEHAVIOUR	Page 2
	HEALTH AND SAFETY	Page 2
	ASSETS AND RESOURCES	Page 3
	CONFIDENTIALITY, PRIVACY AND INTELLECTUAL PROPERTY	Page 3
	CONFLICT OF INTEREST	Page 4
	INTEGRITY, ACCOUNTABILITY AND ETHICAL STANDARDS	Page 4
	RESEARCH	Page 5
	FREEDOM, INNOVATION AND CREATIVITY	Page 5
	COMPLIANCE	Page 5

La Trobe University strives to integrate its values into teaching, research and business practices. The purpose of this Code of Conduct (the 'Code') is to provide members of the University with an understanding of the standards required of them in their dealings with their colleagues and the La Trobe University ('the University') community.

This Code is a statement of the commitment to upholding the ethical, professional and legal standards we use as the basis for our day-to-day and long-term decisions and actions that support our vision, values, objectives and strategy.

Members of the University community are each individually accountable for their actions and are collectively accountable for upholding these standards of behaviour and for compliance with all applicable laws and policies.

SCOPE OF THE CODE

This Code applies to all staff and associates performing work on behalf of the University such as contractors, agency staff, conjoints, volunteers, honoraries, Council members, visiting appointments, students representing the University and other personnel.

It covers all circumstances when performing work, duties or functions of the University, both during and outside work hours and includes work-related functions, travel, conferences, where the actions of a person reflect negatively on the University and any circumstance when an individual is representing the University.



WORKPLACE BEHAVIOUR

Valuing diversity and inclusion and being committed to a respectful and fair working environment for all which does not tolerate bullying, harassment, discrimination, victimisation, vilification or violence.

We are all required to:

- behave in a manner that supports the University values and treat people with respect, dignity and in line with our expected workplace behaviours
- behave in a professional manner; do not discriminate, harass, bully (including intimidate), vilify, victimise, act or threaten to act violently towards staff, students, associates and members of our community
- raise a grievance in accordance with our policies/Collective Agreement when we believe we have witnessed/experienced unacceptable workplace behaviour
- apply the principles of natural justice and procedural fairness in dealing with employment matters
- comply with the relevant legislation and University policies/procedures.

HEALTH AND SAFETY

Providing a safe and healthy working and learning environment for all, aspiring to eliminate all risks to health and safety.

We are all required to:

- promote a positive safety culture and openly challenge unsafe behaviour
- promptly report accidents, incidents, near-misses and non-compliance in accordance with our reporting system
- integrate health and safety considerations into our day-to-day activities
- ensure we know what to do if an emergency occurs at our place of work
- ensure our capacity to perform our duties free from impairment of the use of alcohol or drugs and that these substances do not put any staff, student or associate's health or safety at risk
- comply with the relevant legislation and University policies/procedures.



ASSETS AND RESOURCES

University assets and resources such as finances, facilities, equipment, vehicles and information systems equipment are used efficiently and effectively and in accordance with University policies/delegations of authority.

We are all required to:

- use and maintain University assets and resources to optimally support the operations of the University
- use University assets and resources for the benefit of the University only
- report damage/defects to assets and resources
- report suspected/actual misuse of or fraudulent activity of University assets or resources
- comply with the relevant legislation, building codes and University policies/procedures.

CONFIDENTIALITY, PRIVACY AND INTELLECTUAL PROPERTY

The protection of commercially sensitive and confidential information/records and intellectual property together with protecting personal information relating to staff and students in accordance with privacy laws.

We are all required to:

- take steps to protect confidential information and intellectual property and only use the information/intellectual property for the purpose authorised by the University
- collect, use, store, handle, update and destroy information, in line with applicable policies and procedures
- protect intellectual property rights and avoid infringing the rights of others
- comply with and report breaches of legislation, policy/procedure or University Statutes.



CONFLICT OF INTEREST

A situation that has the potential to undermine the impartiality of a person because of the possibility of a clash between the individual's private interests and the interests of the University, which may raise ethical or legal issues.

We are all required to:

- manage conflicts of interest to ensure we never put ourselves in situations that place or appear to place our own personal interests before those of the University
- disclose potential or actual conflicts of interest
- make decisions relating to teaching, research and work which are guided by the principles of openness, fairness and honesty
- ensure other employment does not conflict with our role at the University (unless otherwise agreed with the University)
- comply with the relevant legislation and University policies/procedures including the Conflict of Interest Policy/Procedure.

INTEGRITY, ACCOUNTABILITY AND ETHICAL STANDARDS

Conduct that results from choices, behaviours and actions must uphold the values and good reputation of the University at all times.

We are all required to:

- be responsible for our decisions and actions
- conduct ourselves in a manner that upholds the values, integrity and good reputation of the University at all times
- be honest, fair and trustworthy in all our activities and relationships
- refuse money or anything of value and avoid making any offer of money or anything of value, to induce or reward favourable treatment for or from the University
- comply with the relevant legislation and University policies/procedures.

RESEARCH

Our actions demonstrate excellence in research and the integrity of our research values and principles that include honesty, objectivity, fairness, accuracy, reliability and responsibility.

We are all required to:

- comply with the Australian Code for the Responsible Conduct of Research, other research related policies and relevant laws
- disclose to the funding or publication bodies any actual, potential or perceived conflicts of interest
- comply with acceptable conduct within the scholarly community and submitting original work
- comply with the relevant legislation and University policies/procedures.

FREEDOM, INNOVATION AND CREATIVITY

Support academic freedom and encourage innovation and creativity in our work performance/outcomes in the pursuit of knowledge, information and advancement.

We are all required to:

- support the University as a place of independent learning and thought where ideas may be put forward yet ensure that this freedom does not disparage, deride or defame individuals, the community or the University
- exercise intellectual freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge
- use our knowledge and expertise to deliver high-quality learning and teaching outcomes, as well as identifying opportunities to improve service
- comply with the relevant legislation and University policies/procedures.



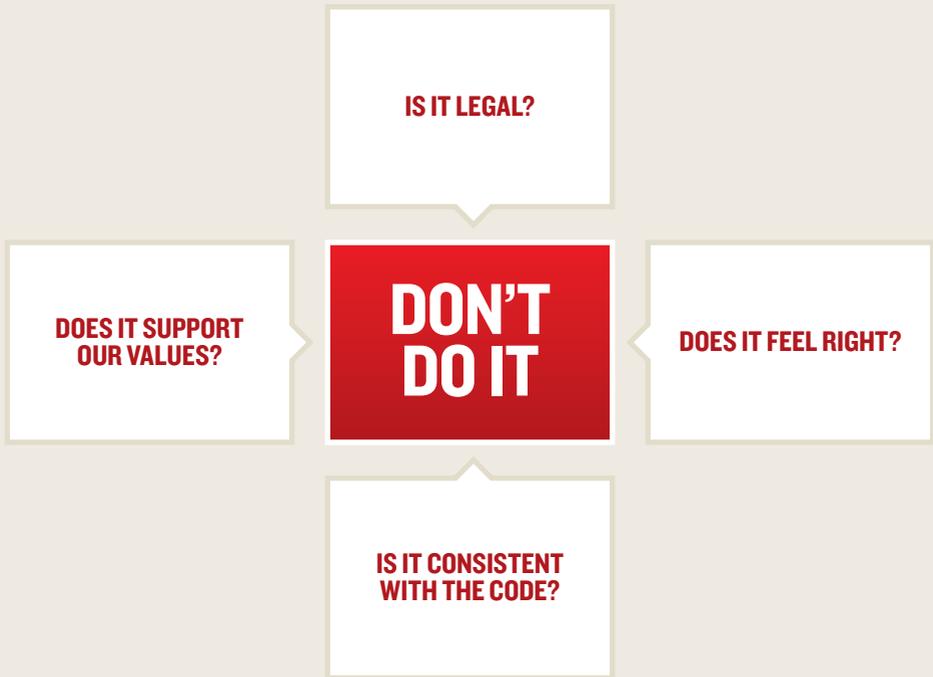
COMPLIANCE

Respect the law and act accordingly, ensuring our actions do not breach laws, rather they support the laws under which we are governed and provide good governance.

We are all required to:

- comply with all University Statutes, Regulations, Policies and Procedures
- comply with the law, customs and business practices of those with whom we interact with, without compromising our values, this Code, our Policies and the law
- create and maintain true, complete and accurate financial and non-financial information
- report to the University any matters that we believe constitutes misconduct, fraud, corruption, breach of law or similar conduct
- comply with laws relating to trade practices and money laundering
- comply with the relevant legislation and University policies/procedures.

IF IN DOUBT, ASK YOURSELF...



POLICIES AND PROCEDURES

The Code does not address all workplace conduct. The University maintains additional policies and procedures that may provide further guidance on matters both in and out of the Code. These policies and procedures (and other supporting documentation) are available on the University intranet.

CLARIFYING CONCERNS

Concerns about questionable behaviour/actions such as breaches of the Code, the law or any other policy (or governing rule), must be promptly discussed with your manager or next up manager or alternatively Human Resources.

BREACHING THE CODE

The University takes all actual and potential breaches of the Code seriously.

Breaching the law, the Code or our workplace policies can have serious consequences for the University and each of us as individuals. Those who fail to follow the Code put themselves, their colleagues and the University at risk. The University deems breaches to be a serious matter and may result in disciplinary action including possible termination of employment.

LA TROBE UNIVERSITY CODE OF CONDUCT

FOR FURTHER INFORMATION

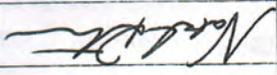
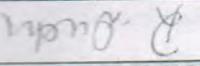
Contact HR Assist

E hrrassist@latrobe.edu.au

T 03 9479 1234

Camille Nurka

Attachment CN-9

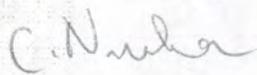
<p>PRIVACY INFORMATION</p> <p>Information collected on this form will become part of your employment record. It will be stored securely and only used or released in accordance with the University's privacy policy which is available from: www.unimelb.edu.au/unisec/privacy.</p>	
<p>Level 2 delegates include Heads of School, Deputy Heads of School, School Managers, Unit Managers and identified positions with significant resource management responsibilities which report to a Head of Budget division.</p>	
<p>Name Level 2 Delegate</p> <p>Natalie Reitmier</p>	<p>Signature</p> 
<p>Employee No#</p> <p>367151</p>	<p>Position #</p> <p>0016071</p>
<p>Date</p> <p>11/5/12</p>	<p>Date</p>
<p>Supervisor Name</p> <p>Rita De Amicis</p>	<p>Supervisor's Signature</p> 
<p>SUPERVISOR AND LEVEL 2 DELEGATE DETAILS</p>	
<p>i. Unless otherwise specified, employment will be subject to the University of Melbourne Collective Agreement 2010, Council policies as well as University States and Regulations as varied from time to time (available at http://www.unimelb.edu.au).</p> <p>ii. This offer is subject to presentation of proof of work rights eg. Valid Australian, New Zealand passport or a valid foreign passport and visa to the Arts Business Centre certifying that the staff member is an Australian citizen, permanent resident or has visa authorisation allowing this employment.</p> <p>iii. In endorsing this offer of employment I certify that:</p> <p>iii. This appointment will not breach University policy with regard to personal relationships, employment and staffing (available at http://policy.unimelb.edu.au/UM0109.1#section-10).</p> <p>iv. There is no conflict of interest (e.g. close personal relationships, financial interests, contractual relationships or possession of a particular interest or point of view in respect to this appointment), which influence the impartiality or fairness of this appointment.</p> <p>v. I have sighted any necessary employment checks relevant to the position, e.g.:</p> <ul style="list-style-type: none"> Working With Children Check - http://policy.unimelb.edu.au/UM0102.1#section-4 Police Records Check - http://policy.unimelb.edu.au/UM0102#section-3 	
<p>CONDITIONS OF EMPLOYMENT AND DECLARATION ON BEHALF OF THE UNIVERSITY</p>	
<p>Account charging</p> <p>01 / 166 / 00 / 0000 / GEN / 11 / 01</p>	<p>Employee Number</p> <p>074032</p>
<p>Subject</p> <p>GEND20001 Sex, Gender, Power</p>	
<p>Employment Period</p> <p>Start date 12/06/2012</p> <p>End date 12/12/2012</p>	
<p>in</p> <p>Social and Political Sciences</p> <p>on a casual basis to perform the duties set out below.</p>	
<p>The University of Melbourne (the University) offers to engage the services of</p> <p>Dr. Camille Nurka</p>	
<p>A. OFFER OF EMPLOYMENT</p>	
<p>This form is to be completed in order to engage academic and general staff on a casual basis. When complete, the original of this form must be sent to the ABC along with a Tax Declaration Form if not previously submitted by the casual staff member.</p>	<p>Once the contract has been completed, a copy should be given to the staff member and to the School/Unit. Enquiries regarding this form can be made to your School/Unit in the first instance.</p>
<p>Contract of Employment for Casual Staff</p> <p>HR 20</p> 	

DUTIES			
Description	Classification/\$ rate per hour	Expected number of hours	Expected total \$
Agreed Rate	100.00	0	\$ 0.00
Lecture Development	228.93	0	\$ 0.00
Lecture Initial	171.70	0	\$ 0.00
Lecture Repeat	114.47	0	\$ 0.00
Lecture Significant	213.93	20	\$ 4279
Marking	40.82	0	\$ 0.00
Marking (PhD)	48.82	0	\$ 0.00
Meetings	40.82	0	\$ 0.00
Meetings (PhD)	48.82	0	\$ 0.00
Other Academic Activity	40.82	0	\$ 0.00
Other Academic Activity (PhD)	48.82	140	\$ 6835
Research Grade -1	35.26	0	\$ 0.00
Research Grade -2	38.62	0	\$ 0.00
Tutorial Initial	122.47	0	\$ 0.00
Tutorial Initial (PhD)	146.46	0	\$ 0.00
Tutorial Repeat	81.64	0	\$ 0.00
Tutorial Repeat (PhD)	97.64	0	\$ 0.00
General Staff Support	00.00	0	\$ 0.00

B. EMPLOYMENT DECLARATION AND AUTHORITY

DECLARATION BY THE STAFF MEMBER

- vi. I accept this offer of employment in the terms prescribed by this contract.
- vii. I declare that I am legally allowed to work at the University of Melbourne and that this employment does not contravene visa restrictions about paid employment in Australia that apply to me. I have provided proof of work rights to the Arts Business Centre - e.g. Valid Australian, New Zealand passport or a valid foreign passport and visa
- viii. I declare that I am in possession of any necessary employment checks relevant to the position, eg:
- ▶ Working With Children Check - <http://policy.unimelb.edu.au/UOM0102.1#section-4>
 - ▶ Police Records Check - <http://policy.unimelb.edu.au/UOM0102#section-3>
- ix. I acknowledge that my employment conditions will be subject to applicable Agreements, Council policies as well as University Statutes and Regulations as varied from time to time. Refer to: <http://www.unimelb.edu.au/ExecServ/Statutes>.
- x. I agree to abide by the University policy on sexual harassment and discrimination, available at: <http://www.hr.unimelb.edu.au/advicesupport/dm/definitions>.

Name	Camille Nurka	Signature	
Date	21/05/2012		

C. EMPLOYEE INFORMATION

Lecturer: Dr. Camille Nurka

Undergraduate subject (level 1-3)

ACTIVITY	HOURS	RATES OF PAY	TOTAL
Lecturing (significant responsibility)	20 hours	\$213.93 (Significant Responsibility)	\$4279
Pre-semester administration: <ul style="list-style-type: none"> ▪ (Re)development, refining, (re)writing of lecture material ▪ coordination and preparation of reading guide ▪ coordination and preparation of reading pack ▪ updating of LMS site ▪ Setting and co-ordinating assessment details ▪ employment of tutors 	60 hours	\$48.82 (Other Required Academic Activity – Significant Responsibility)	\$2929
During semester administration: <ul style="list-style-type: none"> ▪ consultation with students ▪ consultation and supervision of tutors ▪ other administrative details 	60 hours	\$48.82 (Other Required Academic Activity – Significant Responsibility)	\$2929
Post-semester administration: <ul style="list-style-type: none"> ▪ participation and coordination of assessment and return of results; ▪ special consideration requests 	20 hours	\$48.82 (Other Required Academic Activity – Significant Responsibility)	\$976
RATE			\$11,113

Salary Codes & Rates

The salary codes to be included on the casual employment contract are provided below. We ask that all sessional staff include codes as above on their casual employment contracts so that we have the flexibility to engage staff in other capacities if required and by mutual agreement.

1. The majority of our sessional team will only use the casual lecturing code 3410 on a fortnightly basis.
2. Those sessionals involved in taking tutorials will also use 3120 on a fortnightly basis. Other sessionals will include this code on their contract so they are able to take tutorials if required and mutually agreed from time to time.
3. All staff will use 3150 or 3160 from time to time throughout the teaching semester, such as for participation in TEP planning & TEP professional development days.
4. As the TEP curriculum is comprehensively developed TEP marking is included in the lecturing rate. 3150 is included so relief marking can be undertaken from time to time if required and by mutual agreement.

Code	Description	Rate
3410	Sessional lecturing	\$160.84 (includes 1 hour of delivery & 2 hours of associated working time)
3150	Casual academic – other activities (including marking as the rate is the same as the marking code)	\$40.39
3160	Casual academic – other activities – where the employee holds a relevant doctoral qualification	\$48.29
3120	Sessional tutoring	\$81.85 includes 1 hour of delivery and 1 hour of associated working time)

100 Point ID Check

The University will not process any casual employment paperwork without a completed 100 point ID check. If you are currently employed by the university but have not previously completed this check you will still be required to provide 100 points of ID. If you are unsure please check with Human Resources on 9479 1365 or by email: HRAssist@latrobe.edu.au

If you are coming on campus complete your paperwork please bring 100 points of ID, as per the acceptable items detailed in the casual employment contract documentation. We will cite and copy your documents.

If you are completing your paperwork off campus please provided certified copies of 100 points of ID. They must be certified by a Justice of the Peace and the original certified copies must be provided to the University.

TFN Declaration

TFN declarations need to be completed in hard copy. If you cannot easily come to campus to complete the contract documentations a TFN declaration is available in the following ways:

1. By providing your postal address so one can be sent to you
2. Collecting one from most newsagents

Camille Nurka

Attachment CN-10



POSITION DESCRIPTION

Faculty of Arts

Sessional Tutor

EMPLOYMENT TYPE	Casual employment for the duration of the upcoming semester
SALARY	Casual Salary rates are set out in the University Policy Library: MPF1170 – Schedule A http://www.policy.unimelb.edu.au/schedules/MPF1170-ScheduleA.pdf
SUPERANNUATION	Employer contribution of 9.50%
OTHER BENEFITS	hr.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	<p>Please complete the application form to submit you application.</p> <p>Please note that applicants who do not complete the application form in its entirety, including addressing all selection criteria, will not be considered.</p> <p>Please attach your CV to the online application form and ensure that your CV includes the contact details of two referees.</p>
CONTACT FOR ENQUIRIES ONLY	<p>Jen Cocks – HR Advisor Tel +61 3 8344 0348 Email j.cocks@unimelb.edu.au</p> <p><i>Please do not send your application to this contact</i></p>

For information about working for the University of Melbourne, visit our websites:

hr.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

As a sessional Tutor within the Faculty of Arts you will make a substantial contribution to the teaching program you are engaged with, particularly at the undergraduate level. You will prepare and conduct tutorials, consult with students, undertake assessment and attend meetings as required by the Subject Coordinator/Program Convenor. You will be required to attend the Faculty tutor induction training (compulsory for new tutors within the Faculty) as well as a School induction. You will also be required to complete all relevant training (LMS, Themis etc.)

The primary responsibility of a sessional Tutor is to successfully run and manage their assigned tutorials within the subject's tutorial program. The tutorial program is –

- ▶ an avenue for a closer interaction between staff and students
- ▶ an avenue for students to review and discuss the reading materials
- ▶ an avenue for students to review and discuss issues raised at the lectures
- ▶ an avenue for students to practice their skills of analysis and argument
- ▶ an opportunity for students to have assessment criteria and tasks clearly explained

Tutors are entitled to a staff card, which can be used to access library facilities, and are provided with a University of Melbourne staff email account. Tutors are also provided with a shared office space which includes use of a computer and telephone to be used for work related purposes. Tutors are also provided with stationary, a pigeonhole and use of the photocopier to aid in the provision of class materials for students.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ Minimum of an honours degree in a relevant discipline (please note that if you are applying for a sessional Tutor role in the Asia Institute or the School of Languages and Linguistics this criterion may not apply. Please contact the Program Convenor for clarification).
- ▶ Knowledge and understanding of the subject-matter
- ▶ Excellent organisational skills with the ability to manage one's own time effectively and administer multiple tasks simultaneously
- ▶ Excellent communication and presentation skills
- ▶ Ability to manage and facilitate informed group discussion and debate relating to weekly readings

1.2 DESIRABLE

- ▶ Prior teaching experience at the tertiary level

2. Special Requirements

- ▶ Applicants must not be PhD students whose candidature has not yet been Confirmed, nor whose enrolment has reached 3 years EFT. This requirement may be waived if the

applicant has undertaken significant fieldwork in the period after Confirmation and before 3 years EFT.

- ▶ Currently enrolled RHD students at the University of Melbourne applying to become a Tutor must have the support of their supervisor
- ▶ Sessional Tutors are expected to create a University email account through the University's Identity Management system. All correspondence relating to their employment must be sent and received through their staff email account

3. Key Responsibilities

3.1 SESSIONAL TUTORS – GENERAL

- ▶ Conduct tutorials to the standard of the Faculty. This includes preparing a brief lesson plan in line with the weekly topic and facilitating informed group discussions relating to the lecture and weekly readings
- ▶ Consultation with students in relation to readings, weekly topics and assessment. The availability expectation of a sessional Tutor for student consultation is 30 minutes for every 1 hour of teaching. You will be required to assign office hours for this purpose from week three in semester
- ▶ Marking and assessment feedback relating to assessment activities as set out by the Subject Coordinator/Program Convenor
- ▶ Assessment administration which includes entering proposed component results into the appropriate results record system
- ▶ Attendance at meetings as required by the Subject Coordinator/Program Convenor
- ▶ Manage short-term extension requests in line with University policy
- ▶ Identify student at risk by through tutorial attendance recording

3.2 OH&S

- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 6

4. Salary Payment

4.1 PAYRATES

Pay rates for the delivery of tutorials, marking and associated academic administrative tasks are determined by the University of Melbourne Enterprise Agreement 2013. Please see this link for the current rates of pay <http://www.policy.unimelb.edu.au/schedules/MPF1170-ScheduleA.pdf>

4.2 MARKING PAYMENTS

- ▶ Payment for marking the essays is based on the assumption that 4,000 words will be read and marked per hour, for example in an hour two 2,000 word essays will be assessed

- ▶ Payment for marking of examination scripts, in class or take home tests etc. is based on the assumption that six 1 hour examination scripts will be marked per hour, for example in an hour three 2 hour examination scripts will be assessed
- ▶ Tutors are expected to provide written feedback in relation to all essay based assessment (either online or hardcopy, this will be determined by the Subject Coordinator/Subject Convenor) but are not required to provide such feedback for exam or test based assessment

4.3 TIMING OF PAYMENTS

- ▶ Payment for sessional tutoring hours will be paid in line with the University casual pay cycle which occurs fortnightly. Sessional Tutors will be responsible for entering their work hours for approval by the supervisor via the University online database, Themis. Themis training will be available to Tutors early in the semester.
- ▶ Payment for marking hours will be processed at set times during semester and the examination period. A marking payment claim form will be emailed to all Tutors leading up to the time marking payments are due to be processed. The form must be completed by the Tutor and authorised by the subject coordinator before being submitted to the School. Once this has occurred tutors can submit their hours via Themis.

5. Other Information

5.1 BUDGET DIVISION

www.arts.edu.au

5.2 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide range of knowledge-based industries.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded. Further information about working at The University of Melbourne is available at hr.unimelb.edu.au/careers.

5.3 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

- ▶ Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive

contributions to society in research and research training, learning and teaching, and engagement. www.growingesteem.unimelb.edu.au

- ▶ The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.
- ▶ The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs. <http://www.unimelb.edu.au/research/research-strategy.html>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.

Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of *Research at Melbourne: Ensuring Excellence and Impact to 2025*.

5.4 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

5.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at www.unimelb.edu.au.

6. *Occupational Health and Safety (OHS)*

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

Camille Nurka

Attachment CN-11

An Investigation into Excellent Tertiary Teaching: Emphasising Reflective Practice

Author(s): Ruth Kane, Susan Sandretto and Chris Heath

Source: *Higher Education*, Vol. 47, No. 3 (Apr., 2004), pp. 283–310

Published by: Springer

Stable URL: <http://www.jstor.org/stable/4151546>

Accessed: 17-07-2016 04:58 UTC

REFERENCES

Linked references are available on JSTOR for this article:

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An investigation into excellent tertiary teaching: Emphasising reflective practice

RUTH KANE^{1*}, SUSAN SANDRETTO² & CHRIS HEATH³

¹College of Education, Massey University, Private Bag 11222, New Zealand; ²Faculty of Education, University of Otago, P.O. Box 56, Dunedin, New Zealand; ³Higher Education Development Centre, University of Otago, P.O. Box 56, Dunedin, New Zealand
(*author for correspondence, e-mail: r.kane@massey.ac.nz)

Abstract. This study is an attempt to understand better the complex nature of tertiary teaching by identifying and investigating the attributes of a group of excellent teachers in science departments of the University. In working with this group of teachers we examined what they *say* about their teaching and what they *do* in their teaching practice. Our findings, as well as confirming much of the existing literature at primary, secondary and tertiary levels, emphasise the strong link between the teaching practice and research commitment of our excellent science teachers; as well as the key roles played by interpersonal relationships and the 'person' of the teacher. We propose that purposeful reflective practice integrates the many dimensions of teaching for this group of excellent science teachers. We present a theoretical model that can be used to assist novice or less experienced university academics in their development and understanding of teaching excellence at the tertiary level.

Keywords: academic staff development, reflective practice, research/teaching nexus, teacher attributes, teacher characteristics, university teaching

Introduction

The authors' research project was conceived to enhance the practice of novice lecturers by making use of the expertise already present in the University. The project began with a discussion between the Assistant-Vice-Chancellor, Division of Sciences and one of the authors on how best to support new science lecturers who typically have had little or no teaching experience, or professional development with respect to teaching. The research team, comprising two teacher educators and an academic staff developer, embarked upon this research confident in the belief that *good teaching is not innate, it can be learned*. With this in mind, the project sought to theorise the attributes of excellent tertiary teachers and the relationships among those attributes, with the long-term goal of assisting novice academics in their development as teachers.

This paper describes five dimensions of tertiary teaching that arose from our analysis of the three data sources used in the investigation. The multiple-

method design allowed us to listen to what our participants had to say about their teaching and good teaching in general, and to observe their teaching practice directly. We found evidence of different types of reflective practice used by the participants. We propose that purposeful reflection on their teaching plays a key role in assisting our participants to integrate the dimensions of subject knowledge, skill, interpersonal relations, research/teaching nexus and personality into recognised teaching excellence. We conclude with a discussion of the implications of our model for staff development efforts.

Characteristics of excellent tertiary teachers

Researchers have tried to pinpoint the components of good tertiary teaching since the 1930s (Weimer 1990). A number of researchers have acknowledged that a widely accepted definition of excellent teaching has yet to appear (e.g., McLean 2001; Trigwell 2001). A variety of methods have been employed to investigate teaching excellence including teaching observations, and student and teacher surveys and interviews. In 1973 Hildebrand sought to “identify and describe effective teaching so that instructors could be helped to improve” (p. 43). Hildebrand described five components of effective performance: command of the subject, clarity, instructor-group interaction, instructor-individual student interaction and enthusiasm (1973, p. 46). He explained that “teachers regarded as strong in all five of the components of effective performance are considered to be fine instructors by virtually everyone” (p. 48). He also described a number of traits present in both ineffective and effective teachers.

Sherman et al. (1987) noted that whether students rated teachers on a pre-prepared list of characteristics using a Likert scale, generated their own list of characteristics of teaching excellence or teachers were interviewed, the same five characteristics appeared. These characteristics were enthusiasm, clarity, attention to preparation/organisation, ability to stimulate interest and thinking about the subject matter, and love of knowledge (p. 67).

Feldman (1988, 1996, 1997) investigated evaluation instruments “to see how student evaluations can be used to help identify exemplary teachers and instruction” (1997, p. 369). He explained that “evaluation instruments try to capture the multidimensionality of teaching” (1996, p. 42). Feldman (1997) found that students placed high importance on the characteristics: clarity, stimulation of interest in the course, preparation/organization of the course, and motivation of students, in identifying good teaching. Students placed moderate importance on sensitivity to, and concern with class level and progress, knowledge of the subject, enthusiasm for the subject, and avail-

ability. Students rated the personality of the teacher as having moderate to low importance.

Horan (1991) reviewed research on effective community college teachers who had been identified as exemplary based on student achievement data and then interviewed to determine any common characteristics. Horan found that effective community college teachers had an in-depth knowledge of their subject area, demonstrated knowledge of and use of a variety of teaching techniques, showed interest in teaching, were organised, were respectful and interested in students, encouraged student participation, and regularly monitored student learning to provide feedback (p. 23). Horan explained that “these characteristics are behaviors and techniques rather than dispositions or personality traits” (p. 9).

Elton (1998) explained that “teaching Excellence . . . as a concept, lacks precision” due to “the multidimensionality of the concept” (p. 3). Elton proposed a list of competencies for teachers and claimed that excellent teachers would demonstrate a high level of competence in “a number of these, but not necessarily all” (p. 6). These competencies include organization, presentation, relationships, assessment and evaluation (p. 6). He added that other dimensions of teaching excellence include reflective practice, innovation, curriculum design, teaching service to the community, research into discipline specific teaching, and pedagogical research (p. 6).

Hativa et al. (2001) studied a group of exemplary tertiary teachers in order to “identify the[ir] beliefs and pedagogical knowledge” (p. 703). In their review of research on the characteristics of excellent university teachers Hativa et al. found that:

Exemplary university teachers are well prepared and organized, present the material clearly, stimulate students’ interest, engagement, and motivation in studying the material through their enthusiasm/expressiveness, have positive rapport with students, show high expectations of them, encourage them, and generally maintain a positive classroom environment (pp. 701–702).

While these, and other studies, contribute to understanding the perceived attributes of excellent teachers, they have had limited influence on improving the practice of less experienced university teachers. Identifying the elements of “good” university teaching has not shed light on *how* university teachers develop these attributes. Our study sought to investigate the characteristics of tertiary teaching excellence in the sciences at the University and use these findings to address teaching development needs of less experience staff. This project was conducted in two phases: Phase I consisted of the identification and subsequent study of excellent teachers from University science depart-

ments. Phase II involved the development and evaluation of an intervention with novice lecturers using the findings from Phase I (Sandretto et al. 2002). This paper reports findings from Phase I.

Theoretical framework

Many researchers have acknowledged the complexity involved in teaching and learning to teach (e.g., Ballantyne et al. 1997; Calderhead 1996; Common 1989). In an effort to better capture the complex nature of teaching we use Theories of Action as the theoretical framework to inform our research. This framework developed by Argyris and Schön (1974) “include[s] the values, strategies, and underlying assumptions that inform individuals’ patterns of interpersonal behavior” (Schön 1987, p. 255). When applied to the practice of teaching the theories of action differentiate between teachers’ espoused theories of action and theories-in-use. Briefly, espoused theories of action are those theories “that we use to explain or justify our behavior” (Schön 1987, p. 255). These theories are easy to articulate and could be interpreted as what teachers *say* about their own teaching. Theories-in-use, however, are the tacit theories that underpin practice. Schön (1987) explained:

often we are unable to describe [our theories-in-use], and we are surprised to discover, when we do construct them by reflecting on the directly observable data of our actual interpersonal practice, that they are incongruent with the theories of action we espouse (p. 256).

Theories-in-use exist predominantly as *tacit knowledge*, that is knowledge we hold but cannot articulate easily (Argyris and Schön 1974; Polanyi 1966). Polanyi (1966) described tacit knowledge as “a certain knowledge that [one] cannot tell” (p. 8). Espoused theories of action and theories-in-use distinguish between what people *say* they do and what they *do*. We believe that in order to better capture the complexity of an activity such as teaching, it is important to utilise a number of methods that allow researchers to access both what teachers *say* about their teaching and what they *do* in practice. The Theories of Action framework assists us in achieving this goal.

Participant selection

Given the initial interest from the Division of Sciences and our desire to work with a manageable sized group, we restricted the research to lecturers in sciences. Participants were identified by soliciting Heads of Departments (HODs) in the University’s Division of Sciences. Procedures for performance

appraisal used in our university place significant responsibility on each staff member's HOD. The HOD is the person best placed to provide an overview of staff and student perceptions of teaching performance. The HODs were asked to provide a short written statement of support in order to nominate academic staff who were recognized as excellent teachers within their departments and who had demonstrated interest in exploring their teaching practice. When soliciting nominations we did not place any limits on the potential participants, such as a minimum number of years of teaching experience. We asked the HODs to specify the courses that the lecturer taught and the modes of teaching in which they excelled, i.e., large class lectures, practical classes, distance teaching, etc. We received 13 written and four telephoned statements in support of the 17 nominees. These written statements ranged from the briefest possible: "I am pleased to nominate x . . . [who] excels in large class lecture situations as well as . . . [a] practical context" to extended statements accompanied by relevant course outlines, descriptions of courses and supporting statements from promotion reviews. Many of the HODs referred to student evaluations of teaching, such as "x has received remarkable student evaluation reports . . . considering the size of this class, the overall student appreciation of his lecturing style and presentation is truly exceptional, and to my knowledge unequalled at the first year Science level".

We recognize that a fundamental tension exists whenever anyone tries to identify excellent teachers. Lowman (1996) wrote "the notion of the exemplary . . . teacher shares much with any idealized concept, such as truth or beauty: it is difficult to achieve consensus on a general definition, but most people think they know a specific example when they see it" (p. 33). We are using the term *excellence* to signal an on-going process of self improvement, rather than a measurable end-point. We do not see excellence in teaching as something that once obtained, absolves teachers from seeking further improvement in their teaching.

While it could be argued that the HOD nominations were insufficiently rigorous, the HODs were invaluable in helping us to identify potential participants who were both willing to give of their time to explore their teaching and perceived as excellent teachers. Another possible limitation of the selection process is that students were not consulted directly during the nominations phase. It was clear from nomination statements, however, that many of the HODs drew upon student evaluations of teaching to inform their nominations.

All 17 nominated lecturers agreed to participate in the study. The 10 men and seven women were teachers from departments of anatomy and structural biology, chemistry, computer science, family and community studies, geology, marine science, mathematics and statistics, microbiology, human

nutrition, physical education, psychology, surveying, and zoology. The participants' teaching experience ranged from six to 34 years with an average of 18 years. Participants were not selected on the basis of the duration of their university teaching experience. Three of the participants had been trained as secondary teachers before beginning their university careers. All of the participants were also active researchers.

Research design and methods

The research design was developed in order to capture both what teachers say about their teaching and to observe their teaching practice directly (Kane et al. 2002). To do so we implemented a multi-method research design. Kagan (1990) stated "the use of multimethod approaches appears to be superior, not simply because they allow triangulation of data but because they are more likely to capture the complex, multifaceted aspects of teaching and learning" (p. 459). Initial individual interviews and the elicitation of repertory grids provided our participants with two separate opportunities to 'talk' about their teaching and describe good university teaching and teachers in general (espoused theories). The videotaped teaching episodes and subsequent stimulated recall interviews allowed us to observe their teaching practice first hand, and gave the participants an opportunity to make explicit the thinking underpinning their teaching practice (theories-in-use). Through these multiple methods we sought to capture the complexity inherent in university teaching.

Initial interviews

Shortly after the participants were nominated, they were interviewed individually by one of the authors. The semi-structured interviews lasted from 30 to 90 minutes. The participants were sent the interview questions in advance, although some additional questions arose during the course of the interview for purposes of clarification. The interview questions sought to elicit the participants' beliefs about good university teaching in general and their aims and intentions for their own teaching practice. The questions ranged from general queries about the participants' educational background and teaching experience, to more specific questions such as: What are your particular strengths in teaching at a tertiary level? The interview schedule was influenced by the work of Dunkin and Precians (1992), Dunkin (1995), and Barrington (1999). The initial interview transcripts were returned to the participants for clarification and validation. Although some participants took the opportunity to make small editing changes, none made any substantive changes to text or meaning.

Repertory grid interviews

The use of the repertory grid technique in this study complemented the initial interview data as they provided another means for the participants to articulate their personal constructions of good teaching and good teachers based on their experience as university students and teachers. Repertory grids are based on Kelly's (1955) Personal Construct Theory, which emerged from his work in clinical psychology and in particular his notion of people as "personal scientists". According to Kelly, people construct their own frameworks based on personal experiences and interactions with their world. These personal frames are then used to interpret new experiences and predict future interactions, experiences, or behaviours.

Although designed initially for use in clinical psychology, repertory grids have been utilised increasingly in recent decades in a range of research studies in the field of education. Researchers have used repertory grids in their investigations of the ways in which teachers construe the curriculum of their classrooms (Ben-Peretz 1984; Munby 1984) and to identify the influences teachers' personal constructions have on their classroom practice as teachers (Oberg 1986). Exemplary secondary mathematics and science teachers participated in a study conducted by Meade et al. (1991) which used repertory grids to elucidate the participants' personal theories of effective teaching within their area of expertise.

Participants in this study were invited to complete repertory grids as a means of making explicit and examining the ways in which they construe university teachers and teaching. Fourteen of the 17 participants completed repertory grid interviews during four small group sessions led by the researchers. Completion of the repertory grids was presented as an optional component of the study. Three participants declined to participate, but did so due to the restrictions of other commitments rather than in objection to the procedure.

Following the convention of Diamond (1985) and Zuber-Skerritt (1988), the approach chosen for this study required participants to generate personal descriptions of excellent and poor university teachers through comparisons of random triads of university teachers known to them. To elicit descriptions of these university teachers, participants were asked to compare the attributes of random triads of teachers as follows: "With their attributes as teachers in mind, in what way are two of the teachers alike, and in what way is the third teacher different from the other two?" This process resulted in two contrasting, but not necessarily opposite, sets of statements for each construct. The *emergent construct* which emerged from the similarity between two teachers; and, the *implicit construct* which represented the difference between one teacher and the other two. Since the constructs were elicited from the

participants in their own terms the repertory grids served to maintain the integrity of the participants' perspectives free from corruption by researchers' influences and/or interpretations (Solas 1992).

Teaching observations and stimulated recall interviews

Making explicit the thinking behind the teaching practice of participants in terms of their own language was made possible in this study through the use of observations of the participants' teaching and associated stimulated recall interviews. Stimulated recall has served as an umbrella term covering a range of interview techniques that aim to gain access to the thoughts of teachers (and/or students) during classroom interaction. The stimulated recall method has its origin in studies by Bloom (1953) of students' thought processes during a range of instruction modes, in particular, lecturing and group discussion. Bloom made audio recordings of class sessions which were played back to the students who were required to recall what thoughts they had experienced at significant points of the class. Bloom reported that the underlying premise guiding the stimulated recall method "is that a subject may be enabled to relive an original situation with vividness and accuracy if he [sic] is presented with a large number of the cues or stimuli which occurred during the original situation" (Bloom 1953, p. 161).

Stimulated recall has not been employed frequently in published studies involving university teachers, although it has been demonstrated to be a useful tool for accessing the beliefs that underpin primary and secondary teachers' practice (Calderhead 1981; Ethell 1997; Meade and McMeniman 1992). Meade and McMeniman (1992), in their study of effective secondary teachers' implicit theories found it "particularly salient for examining the relationships between teachers' beliefs and actions" (p. 7).

Stimulated recall interviews were used in this study to allow participants to make explicit and articulate the thinking, knowledge, theories and beliefs that guided their teaching practice. All but one of the 17 participants agreed to have a class observed and videotaped. Each chose a large group lecture of about an hour in length, although all of them also taught in small group or other instructional modes. The stimulated recall interviews in this study were semi-structured, allowing both the participant and the interviewer to stop the videotape at any time to question or comment on the thinking and decisions underlying the recorded teaching practice. The stimulated recall interviews were conducted as soon as possible after the class, 14 within 48 hours and the remainder within one week. Before viewing the videotape of themselves teaching, participants were invited to comment on their objectives and intentions for the lecture, and to comment on any ideas, beliefs or theories which they could identify as having influenced their planning and teaching

approach. The viewing of the video commenced with the following directions by the interviewer:

Now you're going to walk me through the lecture and tell me what was going on in your mind at the time. Try to distinguish between any thoughts you had at the time and thoughts you're having now as you watch the tape and make me aware of those differences. You can stop the tape as often as you like and for as long as you need to explain your thinking (based on Marland 1984).

The stimulated recall interview was videotaped and then transcribed verbatim for subsequent analysis.

Data analysis

Our data analysis followed an inductive approach grounded in critical readings and re-readings of the transcripts from the initial interviews, the repertory grids and the stimulated recall interviews. The data analysis was facilitated by using Non-numerical Unstructured Data Indexing Searching and Theorizing (NUD*IST) software from Qualitative Solutions and Research (QSR). The NUD*IST software lends itself to inductive analysis by allowing the researchers to work with the transcripts in a manageable way, search for patterns, and identify and organise themes.

Data analysis commenced with the first set of transcribed initial interviews and continued throughout the duration of the research. Analysis of repertory grids was restricted to content analysis of the participants' elicited constructs. Typically, use of a rating scale allows cluster and/or principal component analysis. In this study, however, we did not pursue the rating scale for two reasons: First, we were concerned primarily with eliciting the ways in which the participants construed university teachers and teaching, rather than how they located themselves and others against such constructions; and second, it became evident that instructions given with respect to the rating scale were ambiguous and had been interpreted differently across the participants.

Two passes of coding were made through each data set by the interviewer and the themes and trends that arose were discussed among all three researchers. As each set of data was added to the analysis, the coding categories were refined and expanded. The model of the dimensions of tertiary teaching was drafted to represent the five major categories of coding that had arisen from the on-going analysis of all three sets of data (see Figure 1). All original transcripts were then re-read to check for coding consistency against the model. As is evidenced by the supporting quotes for each dimension in the following discussion, each of the data sources contributed to the development of the model.

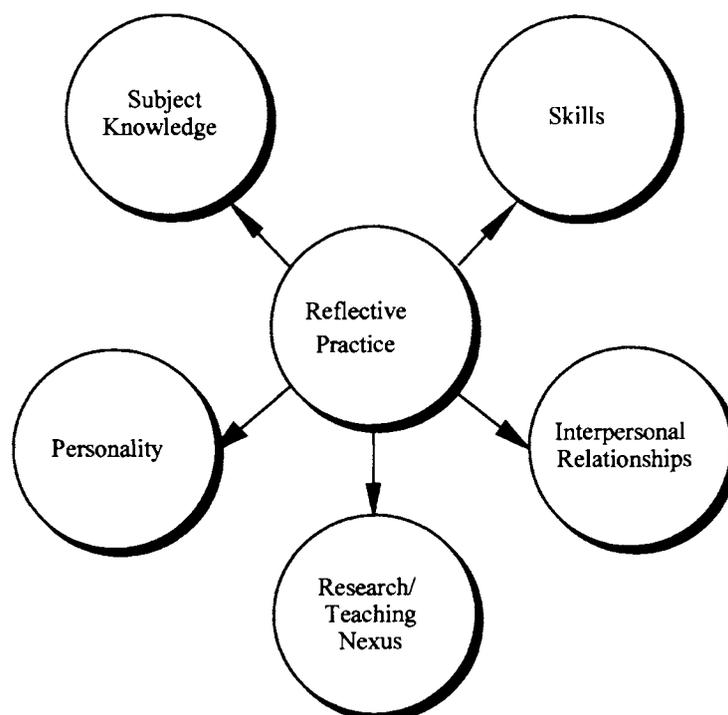


Figure 1. Model – dimensions of tertiary teaching.

Common attributes of excellent university lecturers in sciences

The five-dimensional model of the attributes of excellent science teachers in the University was developed from the participants' descriptions of themselves from the initial interviews and stimulated recall interviews and the important attributes of excellent tertiary teachers that were elicited in the participants' repertory grids. The wheel-like model consists of five inter-related dimensions as spokes; subject knowledge, skill, interpersonal relationships, teaching/research nexus and personality, with reflective practice as the hub. While these dimensions may not be unexpected as they resonate with previous studies, the ways in which the dimensions are related emerged as critical. Based on our evidence, we propose that the participants engaged in purposeful reflective practice as a means to integrate the different dimensions of themselves as teachers and to better understand and improve their own teaching practice. The following presentation of the dimensions of the model is supported with verbatim quotations from the participants' initial interviews (II), repertory grids (RG) and stimulated recall interviews (SRI). The quotes are representative in regards to the gender balance of the participant group.

Subject knowledge

The first dimension in our model is subject knowledge (Figure 1). The view that well developed subject knowledge is a key attribute of a tertiary science teacher came through clearly in the initial interviews for most (15) participants and was also apparent in stimulated recall interviews and repertory grids. For example: “the key probably would be knowledge of the subject” (II); and, “it’s to know your field really, so that I am not just reliant on what I have read” (SRI).

The need to keep up-to-date in the subject was identified by 11 participants as an important characteristic of excellent tertiary science teachers: “being totally up-to-date with the literature and able to articulate new and different ideas very lucidly and clearly” (RG). This characteristic could be considered a corollary to the dimension of subject knowledge; i.e., that an excellent tertiary teacher continues to acquire subject knowledge expertise long after the doctorate is completed.

Subject matter knowledge has long been identified as a prerequisite of effective teaching in both primary and secondary teaching and is a given at the tertiary level where lecturers typically hold doctoral qualifications. By virtue of these higher qualifications, tertiary teachers are expected to be knowledgeable in their subject area. This has been acknowledged by many researchers seeking to describe excellence in university teaching (Feldman 1988, 1996, 1997; Hildebrand 1973; Lowman 1995, 1996; Sherman et al. 1987). Our study has confirmed the key role of subject knowledge in tertiary teaching excellence.

Skill

The second dimension in our model is pedagogical skill (see Figure 1). A number of skills were identified by the participants as important characteristics of excellent tertiary science teachers. We defined skills as techniques that teachers can learn and add to their teaching repertoire, or traits that could be learned and developed with assistance (e.g., Horan 1991). Generally, these skills are observable behaviours.

It is significant that clarity was mentioned by all 17 participants. The term clarity was used by the participants to signal two different concepts. It was used to emphasise the need to “have very good communication skills” (II), and the need to “be heard and understood” (II). Clarity in terms of communication skills was mentioned frequently in the repertory grid interviews, for example: “a commitment to clarity of presentation” (RG); “ability to explain things clearly” (RG); and, “clear verbal presentation ... good diction ... ability to communicate at various knowledge levels” (RG).

Sixteen of the 17 participants noted the importance of making real world connections between the subject and student experience to encourage student learning, for example: “But the challenge is to put examples in it that relate what you know to what they know” (II); and,

I think the material has to be relevant to their lives before they’re going to engage. Try to use topical issues that they’re reading about so that they can bring a sense of scholarship and enquiry and mature thought to things that are raging around them at the moment so they can see the way the science is connected to their lives (II).

Fifteen participants identified the necessity of organisation and clarity of expectations in the tertiary science classroom. “I think students like somebody at the front who is organised” (II); and, “The expectations are clear. I can’t have a hidden agenda . . . I like to be upfront with what the expectations are, and so they know where they’re headed and they don’t have to muck around and waste time trying to work it out for themselves” (II).

Fourteen participants used several different terms to describe teachers who used strategies to inspire, or motivate, or stimulate the interest of students in learning and in the subject area: “I would think I can motivate the student so they would like to go further” (II); and,

the word ‘inspirational’ describes the characteristic that is needed in a university teacher. You need to be able to make bright students not only understand your area, but be enthused and want to work in your area . . . unless the lecturer can inspire the students, they don’t have much of a role in the actual learning process (II).

Ten participants described the excellent tertiary science teacher as a facilitator of learning: “basically [I’m] a facilitator, a resource person, a sounding board for new ideas . . . all those things – generating discussion, providing feedback, all relate back to being a facilitator of learning, and that’s how I see my role, essentially” (II).

An excellent tertiary science teacher is adaptable according to nine of the participants. A tertiary teacher needs to have “versatile approaches” (II) and be able “to work in a variety of situations” (II) including lectures, laboratory classes, tutorials, field work, seminars and postgraduate student supervision. Repertory grid interviews elicited this characteristic in both its positive “ability to teach in a range of contexts and situations” (RG) and negative forms “never thinks of new ways of presenting – just copy it all on the blackboard” (RG).

Nine participants identified preparation as a key attribute of excellent tertiary science teachers:

when I start to prepare for the lectures it's actually the act of pulling this whole shambolic mixed up set of overheads together and getting them into order and touching them up a bit according to their adjustments from last time and that's actually a process of somehow me climbing in and getting this information together (SRI).

The tertiary teacher as a life-long learner was described by seven participants. "I think of myself also being a teachable person – in other words you are always willing to learn. You can show that to your learners so that they can see that you're willing to learn from them as well" (II). This commitment to self-improvement was evident: "I belong to . . . an organisation set up for health professionals in education . . . I get a lot of abstracts on the different teaching journals" (II). Another participant was keen to partake in the project "because it was a chance to see my own teaching and think about it and critique it. And I thought that was just a wonderful professional development opportunity" (II).

Of the many skills identified by our participants, other researchers have supported the role that clarity (Feldman 1988, 1996, 1997; Hildebrand 1973; Lowman 1996; Murray 1997; Sherman et al. 1987), organisation (Feldman 1988, 1996, 1997; Hildebrand 1973; Lowman 1996; Murray 1997; Sherman et al. 1987); motivation/inspiration/stimulating interest (Feldman 1996, 1997; Lowman 1996; Sherman et al. 1987); and preparation (Feldman 1988, 1996, 1997; Lowman 1996; Murray 1997; Sherman et al. 1987) play in successful tertiary level teaching. Each of these skills assist a university teacher to communicate his or her subject knowledge in clear and meaningful ways that support and enhance student learning.

What all of the skills listed above have in common is that a newly appointed tertiary teacher, should he or she choose, could seek to learn and implement them in the course of his/her teaching. "Indeed, most of the skills of teaching, could, I believe, be learned by any teacher who really put his [sic] mind to it and cared enough to invest the necessary time and effort" (Hildebrand 1973, p. 49). Academic staff development often focuses on the development of pedagogical skills as a key way of supporting newly appointed academics in their university teaching. We would argue, however, that while perhaps the most readily recognised dimension of our model, skills are far from being the most important determinant of teaching excellence.

Interpersonal relationships

Tertiary teaching does not take place in a vacuum but occurs within a relationship between the teacher and the students. In our model, these relationships form the third dimension of tertiary teaching (see Figure 1). All 17 parti-

participants spoke of the role that interpersonal relationships play in teaching at the tertiary level: “but when I think back to last year, the most pleasurable [sessions] were these long runs of lectures where I could establish a relationship” (II); “I do think teaching relies on one-to-one interpersonal relationships, even if you’re standing there with 200 unknown names, it’s critical” (II); “a deep respect and even fondness for students” (RG); “there’s a level of humanity and empathy that I think is critical to being a good teacher” (II); and, “I think it’s really important to not set yourself above them but to actually convey to them in some way that you’re really interested in them and their point of view and what they bring to the situation” (II). Another participant described the thinking behind her teaching style:

which I suppose again it’s just that I’m revealing quite a lot about myself in my lectures, so I was making myself human to them . . . So they get to know me probably almost as much as I get to know them (SRI).

Some of the participants noted the need for tertiary science teachers to act as mentors for young people: “I think empathy, trust, ability to understand students’ issues, students’ problems, any difficulties. And I guess it’s manifest in the fact that they will come and talk to you openly about any problems or difficulties they have” (II). And lastly, interpersonal relationships were seen by some participants as critical to effective tertiary teaching: “I would say that knowing where they’re at and being able to communicate with them as people is probably the top priority” (II).

We suggest that teaching at all levels is primarily about building relevant interpersonal relationships with students. Relationships that are concerned with caring about the students’ needs, and what and how they think emerged as important to our participants. Teaching within universities often involves lecturing to large numbers of students which is often assumed to preclude opportunities for building relationships that encourage interactive engagement between the teacher and students, and between students and students. It is interesting to note that 16 participants in this study chose to videotape their teaching in a large group lecture, and each of them identified establishing interpersonal relationships as central to successful teaching at a tertiary level regardless of class size.

Research/teaching nexus

Although there were not any questions in any of the interviews specifically asking the participants about connections between research and teaching, most participants (13) discussed the effect their research had on their teaching and vice versa (see Figure 1). For our participants from the sciences, research is an essential part of their job as a university academic;

my role is different from that of a high school teacher, I'm a researcher and my research is important to me. And I'm trying to show them how my research skills . . . can be communicated to them . . . by telling them a little about the research that I do and using that as a way of linking the lectures together (SRI).

The participants also emphasised the link between research and teaching when describing characteristics of excellent tertiary science teachers. For example: "pursuit of excellence and detail in research and teaching" (RG); "integration of research into teaching" (RG); and,

The other thing that I do at year one, which most of my colleagues don't do, is to actually use primary research material in the context of my teaching . . . I love research, I love talking about experiments, so it's a way of capturing for me the process of science, which again I think is the best I can leave them with. The facts, a lot of times, are irrelevant, and they're going to be out of date by the time they graduate. The thing that won't be out of date, however, is the way in which scientists go about solving problems . . . So starting at year one, I use this research based practice . . . But a lot of times I try to make the points by walking the students very carefully through the research that was conducted in order to come up with those particular conclusions . . . And they're starting to think critically about the whole process of science. And so that's really the underlying motivation of going through research . . . trying to teach them those important skills which I think transcend the content (SRI).

And in addition "some of my best research ideas have come out in the course of teaching in an area that is not necessarily something I do a lot in, but I'm reading up on it for my teaching and I think 'oh, that would be really interesting, why don't we do that?'" (II).

The participants did not separate their roles as researchers and teachers. In New Zealand the Education Act states that teaching and research in universities are "closely interdependent, and most of their teaching is done by people who are active in advancing knowledge" (New Zealand Government 1995, p. 162). Indeed there is an understanding that it is research informed teaching that sets apart universities in New Zealand from other tertiary education institutions. John Henry Newman (1801–1889) wrote: "If its object were scientific and philosophical discovery, I do not see why a university should have students" (as cited in Pelikan 1992, p. 80). The majority of the participants (13 of the 17) related how research plays an integral role in what and how they teach and who they are as university teachers. This appears to contradict much of the research that has sought to isolate and quantify the relationship between research and teaching in universities. What is clear

from our participants is that they are confident that teaching excellence is enhanced by the ways in which their research informs their teaching, which in turn informs their research.

Researchers have been unable to quantify a significant, correlational relationship between teaching and research at the tertiary level (Hattie and Marsh 1996; Ramsden and Moses 1992; Shore et al. 1990). Shore et al. (1990) found “the evidence we have collected largely contradicts the belief that research and teaching inform directly upon each other” (p. 35). Hattie and Marsh (1996) in a meta-analysis that sought to relate publications (as evidence of research) and quality of university teaching concluded that “the common belief that research and teaching are inextricably entwined is an enduring myth. At best, research and teaching are very loosely coupled” (p. 529). While these quantitative studies appear to contradict our findings, it is important to note that their authors sought to establish and measure a relationship between research and teaching and used narrow parameters of both research and teaching excellence. We suggest that the research approaches adopted were unable to mine the richness of the individual university teacher’s experience and understanding of his or her own work. Kreber (2000) noted that quantitative studies “have been criticised for ignoring the complex nature of research and teaching, and the critical points where the two might meet” (p. 64).

The complex and idiosyncratic nature of the research/teaching nexus is highlighted in qualitative studies by Kreber (2000), Neumann (1992), Robertson and Bond (2001), Rowland (1996), and Smeby (1998). There is increasing support for the notion that university teachers do perceive there to be a definite link between research and teaching. It is apparent from these studies, and supported by our project, that “the nexus is complex, and its subtle, arcane aspects appear to outweigh the more concrete, explicit ones” (Neumann 1996, p. 14), which may account for the inability of quantitative studies to identify explicit relationships of the complexity described in this study.

Personality

The fifth dimension in our model is personality (see Figure 1). We differentiated skills from personality by using our own tongue-in-cheek definition: One can learn new skills with some study and practice, but it would take years of therapy to alter one’s personality. One participant explained that good tertiary teachers “exhibit much of their own personality” (RG).

Significantly, the most commonly cited personality characteristic was enthusiasm, named by 15 participants: “here is someone who is really enjoying the whole academic experience, that whole learning experience.

They're still acquiring knowledge even at their stage in life!" (II); "infectious enthusiasm" (RG); and, "one of the most important characteristics is somebody who is extremely enthusiastic and has a real passion for the subject that they're teaching" (II).

Thirteen participants mentioned the role that a sense of humour can play in the tertiary classroom: "I also think that having a sense of humour is also a really important thing to have at a tertiary level and not to take yourself too seriously because we all make mistakes and to set yourself up as being completely infallible leads to a disaster in the classroom" (II); and, "so I look for . . . the teachable moment where I can safely introduce humour or interest into the session" (SRI).

Tertiary teachers need to be approachable according to 10 of our participants: "accessible in the sense that if there is something they want to talk about, or complain about . . . at least they have some forum where that can happen" (II).

The role that passion plays in excellent tertiary teaching was mentioned by seven participants: "it all comes down to portraying that sense of passion for the work that makes [the students] want to go out and learn more" (II). For seven of the participants, excellent tertiary teachers are relaxed:

If things go wrong, don't worry about it. They'll [students] be relaxed if you're relaxed. If the slide projector breaks down, who cares . . . Don't let it put you off for the rest of the lecture. Try to improvise, try to have a plan B, always. (II).

Excellent tertiary teachers are "humane" according to six of our participants: "I'm revealing quite a lot about myself in my lectures, so I was making myself human to them" (SRI); and, "So there's a level of humanity and empathy that I think is critical to being a good teacher" (II). Four participants felt that fun was an important component of excellent tertiary teaching: "I'm out there having fun" (II); and "I think that as a teacher you're . . . trying really to communicate to them [students] the joy of learning. So it's got to be a fun experience" (II).

What is at the heart of establishing interpersonal relationships with students is the "person" of the teacher. Palmer (1998) reminds us that good teaching goes far beyond technique of delivery of subject matter, "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p. 10). The participants in our study each identified personal affective attributes as key influences of who they were as teachers. The participants were determined to integrate their personalities into their role as teacher. "There is no blueprint for being an effective teacher and teachers jeopardise their growth when they try to imitate others and ignore

their self-actualisation. Being who you are is important in the classroom and is essential in forming honest relationships with students” (Fraser 2000, p. 3).

Integration of dimensions of teaching excellence through reflection

A common characteristic that became apparent was that these excellent university teachers engaged in regular, purposeful reflection on their teaching practice. Reflection lies at the hub of our model and we propose that it is the process through which our participants integrate the various dimensions (see Figure 1). One participant explained: “It’s a continuous process of reflection and trying to do what you’re doing as well as you can” (II). It could be argued that we asked the participants to reflect, particularly in the stimulated recall interviews, however, we also found unsolicited evidence in the initial interviews as the participants offered examples of the strategies that they regularly used to engage in ongoing reflection on their teaching.

Reflective practice is becoming an increasingly recognised aspect of teaching in higher education (e.g., Biggs 1999; Brookfield 1995; Clegg et al. 2002; Kreber 1999; McAlpine et al. 1999). Day (1999) wrote “it is generally agreed that reflection in, on and about practice is essential to building, maintaining and further developing the capacities of teachers to think and act professionally over the span of their careers” (p. 222). The origins of the term can be traced back to the work of Dewey (1933). Dewey defined reflection as “an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future considerations to which it tends” (Dewey (1933) as cited in Yost et al. 2000, p. 39). A resurgence of interest in the role of reflection in the practice of professionals has been attributed to the work of Schön (1983, 1987). Schön (1983, 1987) described “reflection-in-action” as reflection that takes place while the practice is occurring; and “reflection-on-action” as reflection that takes place after the practice has concluded. Osterman (1990) characterised reflective practice as “mindful consideration of one’s actions, specifically, one’s professional actions . . . a challenging, focused and critical assessment of one’s own behaviour as a means towards developing one’s own craftsmanship” (p. 134). Korthagen (2001) explained that “reflection is the mental process of trying to structure or restructure an experience, a problem, or existing knowledge or insights” (p. 58).

A number of different levels or types of reflection have been described in the literature (Day 1999; Hatton and Smith 1995; Schön 1983; Smyth 1992; Wellington and Austin 1996). We used the framework of reflection outlined by Hatton and Smith (1995) to identify four types of reflection in the initial and stimulated recall interviews: technical, descriptive, dialogic and

critical. All 17 participants reflected on their practice in one form or another, and 13 participants demonstrated two or more types of reflective practice. Participants reflected on subject knowledge and skills most frequently, but they also reflected on interpersonal relationships, the research/teaching nexus and personality (see Figure 1).

Sixteen participants made statements that we classified as **technical reflection**. Hatton and Smith (1995) defined technical reflection as “decision-making about immediate behaviours or skills” (p. 45). Typically, technical reflection is focussed on the practical skills of teaching; the methods needed to transfer information and the processes used to improve lectures from one year to the next. Participants used technical reflection to reflect on the subject knowledge of a particular class or the skills they were using in their teaching (see Figure 1). One participant explained “I take at least a third to a quarter of each course each year and revisit it and update it both from a presentation point of view and a content point of view” (II). Another participant noted that he was often “reflecting on those things like clarity and communication” (II). Other participants noted techniques they used to help them reflect:

if there are certain things that have gone well, or more particularly if things haven't gone well, I'll sit down and write out a sheet which I'll put in with my notes for that particular lecture for next year to make sure I don't make the same mistake again next year. Or that if things have gone well that I do adopt that same sort of order, that same sort of logic that has gone down well with the students this year, next year (II).

I will always take notes immediately after a lecture if something's gone wrong. So I used the video in yesterday's one and I spooled it for just too long and I felt the energy change so I make myself notes (SRI).

We found evidence of **descriptive reflection** from 16 participants. Hatton and Smith (1995) characterised descriptive reflection as “analysing one's performance in the professional role . . . giving reasons for actions taken” (p. 45). The participants used descriptive reflection to examine subject knowledge, skills, interpersonal relationships, the research/teaching nexus and personality (see Figure 1). In the initial interview, this participant reflected on experiences as an undergraduate:

I constantly draw on that, I think, “well, how are we going to show them how to get stuff out of this situation? . . . What was the way that somebody dealt with me in a particularly effective way when I was an undergraduate?” . . . I can use those models over and over again to try and solve the same kinds of problems when they come up in my own teaching career (II).

In the stimulated recall interview, a participant explained the thinking behind the visible teaching behaviours and his concern with building and maintaining positive relationships with students:

I think the other thing I am doing there is valuing responses and so no matter what they said, if it was a really silly one I would still try and make the most I could out of it. And so it creates a safe environment for people to speak in a large group . . . because . . . whatever they say they are going to get some good feedback . . . Even if it is a silly one, I will turn it to good effect if I can (SRI).

Thirteen participants demonstrated evidence of **dialogic reflection** in their stimulated recall interviews. Hatton and Smith (1995) described dialogic reflection as “hearing one’s own voice exploring alternative ways to solve problems in a professional situation” (p. 45). Our participants used dialogic reflection to examine the skills, or teaching methods, they were using and to explore ways to improve (see Figure 1). For example:

Ah well, I often ask myself, “would I as a learner gain anything from this? What would I think of it? Would I enjoy it? Would I move on?” So that’s one criteria I use. . . . Gaining a sense of “have I achieved what I set out to?” . . . and look back over it and say, “did I actually cover the material?” And if not, “am I going to send them out an handout/article or something? How am I going to address that?” (II).

The videotaped lectures provided a strong stimulus for reflection, as evidenced by this participant’s statements:

Even when I was doing the delivery on [subject] I was thinking there are some things I really need to hone here, some things I need to organise a bit better. Maybe I need some different graphics, maybe I’ll cut out some of the facts. What I did . . . is I presented two alternative explanations for [topic] but really at first year level we don’t need that. I think I’ll just dispense with the first one. Because it just adds a bit of noise rather than signal. So I was thinking that at the time, “why am I saying this?” (SRI).

The final type of reflection, **critical reflection**, was demonstrated by three of our participants. This type of reflection was the least often demonstrated by the participants. Hatton and Smith (1995) described critical reflection, as “thinking about the effects upon others of one’s actions, taking account of social, political and/or cultural forces” (p. 45). The participants used critical reflection to interrogate their skills, or teaching methods, and subject knowledge, in terms of social, political and historical contexts (see Figure 1). For example:

I have been aware that the usual method of teaching [subject] in the department, and it was what I experienced when I was a student, seemed to reinforce people's prejudices about people who are different . . . [so] I was looking for other models of teaching (II);

I chose to read something out like this to actually try to start heightening the emotional intensity of what was going on, [to] hook them into an emotional argument about an issue . . . I think that in the end people do respond to an emotional argument and it can improve learning to show a human dimension all the way along (SRI); and,

I always try to use men and women, to mix them, to try to find examples where women are in positions of their career placements and making key decisions. I try to bring women into the classroom a lot because science is done differently by women than by men, they communicate differently. But also try to get Māori in. All those sorts of ways of trying to show diversity of approaches (SRI).

Each of the participants revealed that they thought about, or reflected on their teaching practice in different ways. For the purposes of the following discussion, the different types of reflection have been clustered under the umbrella term of reflective practice.

Reflection is the hub of the teaching excellence wheel

The five dimensions of our model (see Figure 1) describing tertiary teaching represent cognitive, affective and relational attributes of teaching that we propose are inter-related through a process of reflective practice. Weimer (1990) highlighted the need for research that extends what is known about excellent tertiary teaching: "we know what the characteristics [of good teaching] are, but we don't know how they relate to each other" (p. 13). We found that our participants used different types of reflection to improve their understanding of dimensions of their teaching. We propose that ongoing and purposeful reflective practice is a means of interrogating and establishing teaching practices where subject knowledge, skills, interpersonal relationships with students, research, and personality can complement each other and work in concert to develop excellence in teaching. McClean and Blackwell (1997) claimed that "teaching excellence resides in a reflective, self critical, theoretically informed approach" (p. 85). We place reflection at the centre of our model because we believe that it is this disposition towards reflective, self-critical practice that enables our participants to understand and to reconcile the various dimensions of teaching and to establish excellence.

It has become increasingly common for primary and secondary teacher preparation programmes to espouse the necessity of reflective practice (e.g., Loughran 2002; Osterman 1990; Sebren 1994; Wildman et al. 1990; Yost et al. 2000). Sternberg and Horvath (1995) explained that “in the minds of many, the disposition toward [sic] reflection is central to expert teaching” (p. 15), and Bell (2001) argued that “reflective practice is regarded as an essential skill of effective teachers” (p. 32). McAlpine and Weston (2000) studied six exemplary university teachers and concluded that reflection functions “as a mechanism for the improvement and development of teaching” (p. 382). Other researchers have made links between the scholarship of teaching (Boyer 1990) and the role of reflective practice (e.g., Kreber 2002; Kreber and Cranton 2000; Trigwell et al. 2000). Lastly, Biggs (1999) described the critical role that reflective practice plays in tertiary teaching: “Learning new techniques for teaching is like the fish that provides a meal today; reflective practice is the net that provides meals for the rest of one’s life” (p. 6).

In proposing the model Dimensions of Tertiary Teaching (see Figure 1) we do not claim to have re-invented the pedagogical wheel. Our participants highlighted characteristics that have been explored previously. We do conclude however, that it is not only the presence of the dimensions but the way in which the participants think about and understand their own practice through purposeful reflection, that has led to their development of excellence. The participants were able to articulate how they understood the dimensions of tertiary teaching to be related and how they sought to continually improve their own practice through reflecting on their teaching in different ways.

The way forward

In offering advice to less experienced university colleagues our participants emphasised the importance of seeking to understand oneself as a teacher:

try and be yourself, not trying to be what somebody else wants you to be. If you’ve got a passion about what you want to teach you’ve got to teach it and you’ve got to teach it your way and there are lots of different ways. Different methods are often just as effective because it’s whoever you are that makes it work (II).

Our participants highlighted also the need for the University, and for those responsible for academic development in particular, to consider a more holistic and supported approach to the development of less experienced university academics. “I suppose you will have gotten the message that I think there needs to be a stronger intervention for novice teachers, more support” (II). They called for a scaffolded approach to the development

of less experienced staff whereby the university would introduce strategies and programmes to help people become better teachers and to encourage collaborative and open examination of teaching:

we should build up a culture amongst our teachers that we will actually watch each other do the process and learn from each other; that there will be enough kindness and gentleness that we can honestly talk about the mistakes in our teaching as well, or at least the less effective things, as well as the things that work very well (SRI).

This study has several limitations that could be addressed in future research. There is a need to conduct a similar study in a different grouping of disciplines, within the Humanities for example. We focussed on how excellent teachers in sciences thought about and practiced teaching. We did not seek student input, nor did we link these excellent teachers to the performance of their students. Future studies could examine excellent teaching in sciences from the perspective of students, and/or examine the connections between teaching excellence and student learning.

On several occasions our participants indicated that they had different teaching practices according to the context, i.e., lecture, laboratories, seminars and so on. However, the 16 participants observed all selected a lecture for us to observe and videotape. With more resources we would have videotaped more than one teaching episode in several different teaching contexts and conducted stimulated recall interviews for each teaching episode to amplify our model. We could then have analysed how the teaching context affects the characteristics described and modelled by our participants.

Conclusion

“Teaching is the heart of the University” (II)

If, as stated by one of our participants, teaching lies at the centre of university work, we need to be constantly seeking ways to assist early career academics with the development of teaching excellence. Our study reveals ways in which university teachers identified as excellent think and go about their teaching. We propose that insights provided by our participants can be used to assist less experienced university teachers in examining their own teaching practice (e.g., Sandretto et al. 2002).

No two of our participants approached their teaching in the same way. They had a wide range of subject expertise, interpersonal relationships with students, teaching practices, research areas, and personalities. They were all passionate about their subjects and spent a great deal of time reflecting

on their teaching in different ways. We propose that it was this reflection which enabled them to interrogate their teaching practice and to find the best fit between their subject, teaching skills, relationships built with students, research and personality. These participants demonstrated that it is possible to integrate the various dimensions of tertiary teaching through reflection.

In addition, this study demonstrates that the methods used – individual interview, observation, stimulated recall interviews and repertory grids – each enabled the participants to articulate and examine their own thinking about teaching and their roles as teachers. For the participants in this project, the opportunity to talk about themselves as teachers, to watch video recordings of their own practice and discuss this with a colleague (researcher) proved to be powerful methods to make explicit the thinking underpinning their own practice as teachers. Through engaging in this project our participants came to understand better their own teaching practice. In many ways the processes employed in this study alongside the model (see Figure 1) derived from the study, together provide a way forward for assisting in the development of less experienced university teachers.

We believe that the strength of our model (see Figure 1) lies not in its prescriptive ability, but rather in its descriptive capability. It not only makes explicit what constitutes an excellent tertiary teacher but also sheds light on how we can support less effective teachers to improve their teaching. In working with tertiary teachers, both experienced and novice, it can initiate a dialogue on the complexities of teaching development: it provides a common starting place and vocabulary for teachers to discuss their current and future practices. Our model has the potential to help teachers understand the significance of the different dimensions that contribute to tertiary teaching and to encourage them to talk about their teaching.

No one who teaches or works with teachers will deny the complexity involved in teaching. In the past, however, many have chosen to focus on only one or two dimensions in an attempt to simplify the picture of tertiary teaching. Some researchers acknowledge that we must be wary of those simplified pictures of teaching: “teaching is more complicated than any list of the qualities or characteristics of good teaching can suggest” (Centra and Bonesteel 1990, p. 11).

With our model, we can develop staff development programmes that assist novice or less experienced tertiary teachers in examining **all** the dimensions of their teaching practice. We can emphasise that “Master teachers are not born; they become. They become primarily by developing a habit of mind, a way of looking critically at the work they do; by developing the courage to recognize faults, and by struggling to improve” (Common 1989, p. 385). The key for new teachers at the tertiary level, just as at primary and secondary, is

to encourage the development of the skills of reflective practice. We can help tertiary teachers develop themselves as teachers in a way that acknowledges all the dimensions that make up the complex act of teaching.

But we'll also have a good time and that's what I think marks the difference between a lecturer and just watching a video or reading a book, that if you can communicate something of your personality, something of your own interest as a scientist or as a researcher then that's something that makes the lecture worth coming to, hopefully (SRI).

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Camille Nurka

Attachment CN-12

Selection Criteria

ESSENTIAL

1. Completion of a PhD (ordinarily in Humanities and Social Sciences, but in exceptional cases a PhD in another discipline will satisfy this criterion).

I hold a PhD from the University of Sydney, Department of Gender and Cultural Studies. My doctoral dissertation used discourse analysis and Continental philosophy to analyse popular literary and media texts as well as online material, to elaborate a theory on the socio-cultural underpinnings of postfeminism. The thesis was passed with minor amendments by the international and internal markers, who were leaders in the gender studies field.

2. Demonstrated capacity for teaching excellence in a multi-disciplinary program spanning across disciplines within the Humanities and Social Sciences.

I have teaching experience in a variety of areas, including cultural studies, gender studies, sociology, English and history. This experience encompasses seven years' subject coordination, curriculum development, lecturing and tutoring at undergraduate and postgraduate levels. My teaching excellence is demonstrated by the consistently good feedback I receive in student evaluations (see supporting documentation). My approach to teaching is to ensure that students enjoy the learning process. Across all of my teaching students consistently report high levels of engagement as well as strong learning outcomes. Students comment, for example, that I help them to 'engage in thorough in-depth critical thinking when discussing concepts and theories', and 'encourage students to think critically for themselves' (see supporting documentation).

My teaching practice is consistent with the five qualities determining teacher excellence, as outlined by Kane, Sandretto and Heath,¹ and which I address below:

¹ Ruth Kane, Susan Sandretto and Chris Heath, 'An Investigation into Excellent Tertiary Teaching: Emphasising Reflective Practice', *Higher Education* 47, no. 3 (2004): 283–310. These five qualities are defined as 1) subject knowledge, 2) communication and organisation skills, 3) interpersonal relationships, 4) teaching and research nexus, and 5) personality.

Over many years of teaching and research, I have developed an in-depth knowledge of my field, which my students appreciated as a core element in my ability to help them learn. As one student wrote, 'I found she had a fantastic knowledge of the course work and lead class discussions well to facilitate our learning' (see supporting documentation). It is important for teachers to remember that they are learners too: when I write a lecture or develop material for tutorials, I'm learning more about my field as well as the teaching process itself. My own process of learning extends to my research, which feeds back into my teaching. In line with Kane, Sandretto and Heath's respondents, I don't draw a clear demarcation between research and teaching, as I recognise that the two are intimately connected. It is this philosophy that motivated me to undertake professional development for my teaching while at the University of Melbourne (see supporting documentation).

One of the fundamental ways I show commitment to students is to learn their names, as has been noted by a student who wrote thank me for learning his name (see supporting documentation): this is important in the process of interpersonal relationship-building. I endeavour to take an interest in all students from the beginning of semester so that they feel acknowledged and respected, which is conducive to a successful learning environment. Some strategies I use to remember names are to call a roll, to ask students directly to remind me of their names when they speak, or to use name tags.

A crucial part of the building of trust over a semester is to encourage students to feel comfortable in their engagement with me, whether in class or by email, by injecting my personality into the way I communicate with them. As Kane, Sandretto and Heath found, one of the hallmarks of good teaching is enthusiasm, humour and passion. These are the attributes I am scored most highly on in student evaluations of my teaching. It is clear from student responses that my enthusiasm for the subject, in whatever subject I am teaching, is an important factor in their enjoyment of the learning process. As one student remarked, there were times when she 'turned up not so enthused ... but I always left feeling like it was so worth it and excited about learning' (see supporting documentation).

I deploy my communication and organisation skills to good effect to help students build upon and improve their critical thinking and writing skills. This encourages them to achieve the required learning outcomes. Examples are as follows:

I am careful to ensure that my lectures are structured to provide historical background, clear explanations of theories, and examples of how theories can be applied to real-world situations and cases. Students have commented that my lectures are ‘engaging and easy to follow’, ‘well structured’ and have facilitated learning on a range of levels (see supporting documentation). I also ensure that I set readings that are engaging and stimulating, and contain a mix of genres and difficulty levels to appeal to a range of students. As a result students have enjoyed their learning experiences in my classes, with one student commenting ‘The readings were very well chosen, I enjoyed every one of them’ (see supporting documentation).

Students have remarked favourably upon my level of feedback on their assessments. I always provide group feedback detailing the most common problems encountered in the students’ work as a whole and how to address them, and deliver it to the class after the first piece of major assessment has been marked. For instance, when I taught *History of Sexuality*, after I received the first set of short-answer questions, I compiled feedback that clearly explained how the marks related to the assessment criteria and what elements determined a Pass, Low Credit, High Credit, Distinction or High Distinction grade. After receiving this feedback, students improved their marks in the second short-answer assignment. In addition, in the week before the major essay is due, I always run essay-writing workshops, where I provide in-class exercises designed to improve skills in researching, reading, identifying an argument, comparing arguments, paraphrasing, quoting and referencing. I also provide students with an essay-writing guide, which includes grammar tips. For *Contemporary Society*, I developed a guide that gave students assistance with how they might approach each essay question. The coordinator was pleased with the guide and passed it on to other tutors. Lastly, I ensure that students are aware of academic support available in other parts of the university to build independent and lifelong learning skills.

3. Demonstrated capacity for teaching innovation, including use of new technologies and associated pedagogies to enhance teaching and learning.

Over my teaching career, I implemented a number of different pedagogical approaches to encourage student engagement and retention.

Students are more likely to understand what is being asked of them in the learning objectives for assignments if they have the opportunity to put the required skills into practice before they encounter their first assignment. Research shows that problem-based exercises that orient students toward the learning objectives empowers a broad range of learners, increases motivation and provides them with valuable communication skills, as well as the ability to think critically and laterally. When I taught *Researching Culture*, I found creative ways to explicitly teach to the portfolio assessments and their learning objectives. I would develop group tasks where students could actively work through the week's research topic with a structured exercise. For example, in the week focusing on semiotic analysis of stamps, I used Powerpoint to present some stamps for analysis, which we worked through as a large group, and then split students up into smaller groups to analyse a different example on their own. Exercises such as this were explicitly directed toward the assessed portfolio tasks and helped students to arrive at a solution together.

I was also inspired by the way *Researching Culture* lectures were delivered: they were available online for students to access in their own time, and consisted of three fifteen-minute video segments and sometimes presented in different locales. I would be pleased to have the opportunity to do something similar in a teaching-focused role.

When I taught *Sex, Gender and Power*, I developed an innovative group assessment that gave students the opportunity to creatively and cooperatively engage with the weekly readings, for example through interactive role-play, group-devised games or mock interviews. The assessment was designed to help students develop their verbal communication and teamwork skills. Students have remarked that they enjoyed this form of assessment and generally did very well, achieving Distinction and High Distinction marks, and I would certainly employ this method again in the future.

When I tutored in *History of Sexuality* at UNSW, I was inspired by the way the subject coordinator organised her individual presentation assessment and would consider doing something similar. In this assessment, students were required to choose an object of sexual knowledge and research its historical context. This assessment encouraged students to be creative with their choice of object, to do their

own research, synthesise the information and present it to their peers. On the whole, they did an excellent job, and it prepared them well for the major essay.

While tutoring at UWS in *Contemporary Society*, I made use of everyday technologies, such as iPads and mobile phones, to enable students to conduct their own research in groups, empowering them to use search methods and synthesise the material gathered to report back to the class on the social and historical contexts of their research object. This was an activity that helped them to apply the terminology in the reading to a concrete research object in their own way. It helped them understand the theoretical basis of the subject, which was that social norms are constructed and change over time. The exercise was also fruitful for generating class discussion. The effectiveness of this exercise is borne out in the student praise for the 'best aspect' of my teaching: 'Group work, communicating various aspects towards each topic' (see supporting documentation).

I also had the opportunity in *Contemporary Society* to hold an online tutorial via the discussion board as a substitute for a classroom tutorial that could not take place due to a public holiday. I can certainly see possibilities for incorporating online discussion into an assessment structure, where students would be asked to find their own examples of stories, images or advertising taken from the internet, to analyse them and foster discussion among their peers. The learning space does not have to begin and end with the classroom. In my teaching I already encourage students to post things of interest to the discussion board, but this would be more effective if it were incorporated into an assessment plan.

Across my teaching experience, I have found that online teaching and learning software is indispensable. I have mainly used Blackboard to administer subjects, communicate with students, develop rubrics and mark assignments, and would welcome further training in this area.

4. Knowledge of research in teaching and learning, particularly as they relate to increasing student engagement and retention

Years of experience as an educator have taught me the value of student-centred or 'active' learning. As outlined by Maruyama et al., when treated as active subjects of knowledge, students feel empowered

to learn and in control over their own learning process.² Active learning promotes pedagogical practices that emphasise student engagement, where the educator guides students through the learning process, rather than simply presenting information for students to transcribe and memorise. Helping students learn to think for themselves is crucial to active learning. Some strategies to achieve this are listed below:

Treating learner experience as a source of knowledge

La Trobe's learning and teaching division (LTLT) recommends that providing a 'comfortable, positive and equitable' learning environment is key to 'increasing the retention rate for students in university courses, particularly in first year courses'.³ In my teaching, I actively seek to foster an inclusive learning environment and a safe atmosphere where students can feel comfortable to contribute their own knowledge and experience. This means that students value the way I listen to them and encourage them to share their thoughts with others. This is evidenced in the student feedback: 'She listened to everyone's contributions and helped to generate discussion'; 'I really appreciated the respect you have for your students varying opinions ... I think this has contributed to me feeling less threatened by those who disagree with my politics, and to have respect rather than frustration for diverse experiences' (see supporting documentation).

I've found it can be useful, in a humanities context, to highlight certain concepts and ask students to apply them to real-world contexts and their lived experience. This may involve asking them to observe and report back on how certain theories play out in their experiences at university or at home, for example.

Encouraging problem-solving

Students are more receptive to the process of learning and critical skills development when they can put concepts into practice. The evidence for active learning suggests that instructional tools for applied

² Geoffrey Maruyama et al. *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms* (Washington: American Council on Education, 2000).

³ LTLT, 'Developing Inclusive Curriculum', La Trobe University, October 2014, <http://www.latrobe.edu.au/lslt/resource-library/sources/developing-inclusive-curriculum>.

learning improve student learning outcomes and student satisfaction in their learning experience.⁴ For instance, students are more likely to comprehend and retain critical concepts and theories when they are asked to apply them to a particular problem, often collaboratively, and in class time. Interactive exercises are thus critical to the retention of information. Studies show that the traditional lecture style requiring passive listening for hours at a time does not foster good student retention.⁵ This is why it's important to break up lectures with questions and student-led discussion, or for students to view lectures at their convenience while class time is used for interactive activities based on the lecture and reading material, as in the 'flipped curriculum' model.⁶ In my own teaching, I help students understand how to write an essay by giving them in-class exercises that break down the process into discrete parts, such as encouraging them to explain in writing particular concepts and arguments in their own words. The point of this is to improve their skills in comprehension and expression.

Fostering collaborative learning

Collaborative problem-solving in the humanities and social sciences is not necessarily a new concept: it exists in the traditional tutorial structure, where students are encouraged to think through the reading material for themselves in discussion with their peers. I have developed exceptional skills in this area, as noted by one student at UWS, who said that I was 'very enthusiastic about teaching and learning from the students to the students' (see supporting documentation).

Depending on the dynamics of the tutorial group, a large group discussion may work well; however, this is not always the case, especially if one has a particularly quiet group of students who are nervous about speaking. Group work can be beneficial in this situation, given that collaboration is shown to enhance academic achievement, student attitude and student retention.⁷ For instance, in a classroom

⁴ Sandra A. Sessa, 'Strategies Designed to Promote Active Learning and Student Satisfaction', *Journal of College Teaching and Learning* 2, no. 4 (2005): 17–26.

⁵ Michael Prince, 'Does Active Learning Work? A Review of the Research', *Journal of Engineering Education* 93, no. 3 (2004): 225–6.

⁶ LTLT, 'Blended Learning: Models and Examples', La Trobe University, <http://www.latrobe.edu.au/ltlt/resource-library/sources/bl-models-examples>.

⁷ Michael Prince, 'Does Active Learning Work? A Review of the Research', *Journal of Engineering Education* 93, no. 3 (2004): 223–31.

context, it may be useful to split the tutorial into small groups and to direct a student from each group to present a question they may have about the week's reading to other students in their group. Another teaching strategy I use is in-class debates, where students collaborate to come up with convincing arguments directed toward a particular problem. These methods encourage students to help one another define and comprehend the conceptual territory. In my own teaching experience, I've noticed that students find in-class collaborative exercises more enjoyable if they are able to group themselves with their friends each week. This suggests to me that students are less likely to feel alienated and are therefore much happier and more receptive to learning when they make friends in the tutorial space. That's why at the very start of semester, I always ask students to sit and chat to the person next to them for a few minutes.

At the beginning of semester, it is also fruitful to encourage students to collectively devise and agree to the tutorial rules. This gives students a sense of ownership over their own learning process and helps to create a shared learning space, where students are respectful and courteous to one another.

Using blended learning

Blended course delivery is becoming increasingly important in tertiary education, with increasing class sizes and time-poor students juggling the twin demands of work and study. Technology is also embedded in our daily lives and is a primary means of communication between students themselves, and between students and teachers. For this reason, I am highly supportive of online delivery of lectures in digestible formats to make it easier for students to learn according to their own schedule.

There is some debate, however, about the extent to which technologies such as mobile phones or iPads disrupt or facilitate learning in face-to-face contexts. Professor of Media Studies at New York University Clay Shirkey, for example, found that laptops, tablets and mobile phones tended to be distracting, and had a negative effect on student focus and concentration levels.⁸

⁸ Clay Shirkey, 'Why I Just Asked My Students To Put Their Laptops Away', *Medium*, 8 September 2014, <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>.

In my own tutorial space, I am cautiously optimistic about the productive use of technology. While there will always be some students who use their phones to disengage completely from the learning space, I think that generally, electronic devices can be more useful than harmful. As can be seen from Essential Criteria point 3, I have either used or encountered the use of technologies to support learning, and would be genuinely motivated to develop and deliver curriculum that makes creative use of online technologies and platforms in particular.

Creating inclusivity in my classroom

I have actively put inclusive, ethical approaches into practice in order to promote equity of access and participation in my classroom. Students bring a range of complex issues with them into the classroom, many of which result from disrupted learning. I strongly believe it is the lecturer's responsibility to ensure that each student is provided with a learning environment which makes it possible for them to engage. For instance, I have often had students with physical and psychological disabilities and disorders. This has required that I modify my approach to teaching and to assessment in order to ensure that they have opportunity to contribute in the classroom space and have a genuine learning experience. I always ensure that all students are well aware of university policies and procedures such as special consideration, and support bodies such as academic support and disability liaison units. Indeed I often make contact with staff in these units and invite them into my classroom to break down barriers that students may experience in making contact with support staff.

Building an ethical and inclusive curriculum

It is now well established that effective curriculum design and content reflects student diversity, addresses non-traditional students, and provides a range of perspectives relevant to students' lived experiences.⁹ As a gender studies lecturer, I have had the opportunity to design innovative and interdisciplinary curriculum that draws from the humanities and social sciences, and which engages students in ethical issues relevant to contemporary society. For example in the undergraduate units of

⁹ Jagdish Singh Gundara and Namrata Sharma, 'Providing Access to Education: Intercultural and Knowledge Issues in the Curriculum', in *Changing Educational Landscapes*, ed. Dimitris Mattheou (Dordrecht: Springer, 2010).

study I have coordinated (see my CV), students have considered different strands of their own social identities. They have then critically analysed the role of race, ethnicity, gender, sexuality, class and ability in the production of social hierarchies and structures and in their own everyday practices. The discipline of gender studies is perhaps unique for its consistent emphasis on difference and intersectional approaches to the study of human society. In addition, my lectures are designed to appeal to both aural and visual learners¹⁰ with the use of images, video clips and short breaks for discussion.

5. Demonstrated interest in teaching within a multidisciplinary program in the core undergraduate program.

Teaching foundational skills

I am an exceptional candidate for this role, as I am especially interested in, and suited to, teaching foundational or introductory skills, such as critical reading and comprehension, how to do research, and the protocols of essay-writing. My postgraduate training in grammar gives me a teaching edge: I have the proficiency to assist students in understanding how language works, thus improving their written communication skills. I believe that these are the skills that are most needed for undergraduate multidisciplinary programs, which are often large and comprise students from a diverse range of backgrounds, and with different levels of knowledge and engagement with the university.

In the undergraduate gender studies subjects I coordinated or co-coordinated, I have used assessment to build foundational skills progressively from the ground up, developing critical engagement and communication skills through class discussion and group work, reading and comprehension skills through targeted assessment based on subject readings, and lastly, comprehensive critical analysis skills through research essay assignments. I thus aim to build speaking, reading and writing skills step-by-step through assessment directed toward a comprehensive attainment of academic literacy so that students can go on to become confident independent learners and capable global citizens.

Supporting at-risk and struggling students

¹⁰ Richard M. Felder, 'Matters of Style', *ASEE Prism*, 6, no. 4 (1996): 18–23.

I teach to all students, but am especially attuned to those who need more help in understanding the material, or who could be considered at risk of disengagement. I strongly believe in encouraging at-risk students by giving them a chance to resubmit their work and to access academic skills support. For students who are passing with low scores but wish to improve, I offer extensive feedback and advice on how to improve their skills, and most of all, encouragement. This was the case with one student at the University of Sydney who was having difficulty, and who wrote to me to thank me for my enthusiasm and optimism, which gave her the 'motivation to do well' (see supporting documentation). The most rewarding part of my job is helping students struggling to familiarise themselves with academic practice to realise their potential.

Supporting disciplinary diversity

The stated central aim of the interdisciplinary program at La Trobe is to introduce students to a broad range of 'big ideas' foundational to the humanities and social sciences so they can then go on to make an informed choice about their major. I am very well equipped to engage students in this endeavour, given my own willingness to engage with a range of disciplines in my research and teaching, from philosophy and sociology to history and psychology. My broad knowledge of influential theorists in the humanities and social sciences would be of benefit to La Trobe's multidisciplinary program.

6. Evidence of the ability to work as a member of a team in a cooperative and collegial manner.

Communication and cooperation are absolutely crucial to an effective workplace, and I understand that people have diverse opinions and different interests and that, mobilised effectively, this difference makes for a strong team. I have always been enthusiastic to contribute to the academic community and support my colleagues.

I have successfully convened undergraduate and postgraduate subjects with co-coordinators at the University of Melbourne allowing us to create and refine coherent subjects that played to our theoretical strengths and challenged our students. We jointly developed and delivered curriculum in a smooth and efficient manner, negotiating content, selecting lectures to write, discussing teaching strategies and cross-checking marking. I consider myself to be a highly responsible team player, and as

a point of respect, I always fulfil my obligations to my co-workers. It is also important to note that I also built good relationships with administrative staff, which helped me to better administrate the subjects I was coordinating in a smooth and efficient manner.

In tutor roles, I have communicated with direct supervisors and fellow tutors through email and face-to-face meetings, from markers' meetings to discussion of teaching strategies and progress on a weekly basis. I am always sure to attend and fully participate in induction and training sessions, as well as markers' meetings.

In my research, I have enjoyed collaborative and highly productive relationships with others. For instance, the strength of the Vulvatalc project is that it combines disciplinary perspectives to produce innovative research. My co-researcher and I are on target with our publication schedule, having published two journal articles and spoken to various media organisations. I have also collaborated on a chapter in a book that has been published this year and I'm in conversation with a history academic in the UK about collaborating to produce a book chapter and edited collection on our mutual research interest.

My vigour for teamwork is also displayed in my voluntary academic roles. For instance, I was on the editorial board of the *Journal of Gender Studies*, which required that I engaged professionally and courteously with the authors of the work I reviewed. I have also been a member of the executive of the CSAA. In this role, I redeveloped the association's website, organised the member database, payment gateway and mail-out system, and set up the postgraduate blog and directory. I also developed copy for the new website and posted regular updates using the site's CMS. I took up this responsibility while teaching and conducting my own research because I wished to be actively involved in the cultural studies community and work with others to revitalise the association.

7. Excellent oral and written communication skills.

Over the course of my academic career, I have gained considerable expertise in public speaking and written communication for both academic audiences and the general public. I have published numerous articles in A-ranked journals and publicised my Vulvatalc research in online opinion pieces

aimed at a generalist readership, and have spoken on radio and television as a gender studies expert. I am accustomed to addressing different audiences and have written various materials, from reports to advertising copy, for organisations outside the academic context.

I have also presented my work at academic conferences to people in a range of disciplines, where I have generated lively discussion and been approached by journal editors to submit my work to their publications. This ability to engage audiences extends to my teaching, where my lectures are designed to inspire student curiosity and elicit participation. In lectures and tutorials, I draw on my communication skills to break down complex ideas so that students can feel comfortable with the material and confident of their capacity to access new and sometimes confronting ways of thinking.

I have honed my skills in providing constructive written and verbal feedback for student assessments as well as for academic authors on their manuscripts, journal articles and book chapters. This experience has given me the expertise to identify strengths and weakness in student work and to provide appropriate advice.

I find also that tact and empathy are requisite communication tools in my teaching, as I have a duty of care. It is not uncommon for students to reveal sensitive personal issues that have disrupted their learning, which I act upon accordingly. This might mean approving an extension, encouraging them to apply for special consideration, or referring them to the university's counselling service.

8. Demonstrated interest and capacity for student engagement and enrichment

Essential criteria points 2, 4 and 5 amply demonstrate my deep commitment to engaging and enriching students as active learners who will take valuable skills with them in their life journey.

DESIRABLE

1. Administrative experience (e.g. subject coordination).

- Developed curriculum for and coordinated the introductory subject *Sex, Gender and Power* for three consecutive years (University of Melbourne, 2010–12).

- Developed curriculum for and co-coordinated *The Future of Gender* and *The Future of Sex and Gender* (University of Melbourne, 2008–10).
- Developed curriculum for and co-coordinated an RHD seminar subject for PhD candidates called *Critical Ways of Seeing: Sexing Theory and Research* (University of Melbourne, 2012).

I have five years' subject coordination experience at both undergraduate and postgraduate levels. The design and development of curricula in the units below involved conceptualising the subject theme, setting the readings and assessment for the subject, outlining learning objectives and outcomes, preparing and presenting lectures. For the subject *Sex, Gender and Power*, I sought to improve the curriculum over the years by revising existing reading and lecture material.

As part of my coordination responsibilities, I used Blackboard to upload lecture slides and audio recordings, subject outlines, exams and essays, resource material, contact information, links and other useful information for students. I also used it to email individual students and whole tutorial groups, make announcements, access electronic copies of student papers, collate marks and facilitate discussion. I use GradeMark for grading and feedback on assessment, especially the rubric, the highlight function and the comment bubbles.

2. Knowledge of and ability to teach across disciplines in the Humanities and Social Sciences

- I have already taught in an interdisciplinary foundation subject while at the University of Melbourne, so I understand that interdisciplinary subjects need to appeal to students studying in a range of disciplines.
- I run a collaborative research project called 'Vulvataik', which spans the humanities and sciences, combining theoretical perspectives from psychology and gender studies.
- My published research, which feeds into my teaching, makes use of a range of theoretical perspectives from cultural studies, gender studies, political philosophy, sociology, psychology, psychoanalysis, media studies, history and textual studies (see CV for details). This

demonstrates a broad knowledge of theory, which would be of great benefit to the interdisciplinary foundation program.

Interview confirmation

2 messages

LaTrobe <M.FORSEY@latrobe.edu.au>
Reply-To: LaTrobe <M.FORSEY@latrobe.edu.au>
To: camille.nurka@gmail.com

Tue, May 26, 2015 at 5:50 PM

Dear Camille,

I would like to congratulate you on being successful for an interview with La Trobe University for the position of Lecturer, Interdisciplinary Foundation Studies. As mentioned during our discussion, you will be meeting with an interview panel who will focus on your relevant skills, attributes and knowledge for this role, as detailed in the Position Description.

Attached for your information is a copy of the Position Description.

 [PD - Lecturer - Interdisciplinary Foundation Studies.pdf](#)

Date: Tuesday 2 June 2015

Time: 1415

Location: Building HU3, Level 3, Room 318. Please wait in the main reception area of the David Myers Building on the ground floor. A member of the panel will meet you there.

The selection panel will include:

Dr Adrian Jones (Chair): Associate Professor Archaeology & History

Dr Michael O'Keefe: Senior Lecturer, Politics & Philosophy

Dr Kurt Ambrose: College Partner, La Trobe Learning & Teaching

Dr Sara James: First Year Coordinator

Mr Martyn Forsey: Recruitment Consultant, HR Partnering & Advice

A copy of a map of the University is available on the University website <http://www.latrobe.edu.au/about/maps>

You may also find the following smart phone application useful: <http://lostoncampus.com.au/>

If you have any questions please contact me on [REDACTED]. If you need to contact me when you arrive on campus, please send a text message to me on [REDACTED]. I will respond as soon as I am able to.

Could you please confirm receipt of this email. Thank you.

Warm regards,
Martyn Forsey

Camille Nurka

Attachment CN-13

Selection Criteria

Essential

1. A PhD (awarded or submitted) in Sociology

I hold a PhD from the University of Sydney, Department of Gender and Cultural Studies. This background positions my work broadly within the sociology of the cultural production of sex, gender and sexuality. My doctoral dissertation investigated the then emerging phenomenon of postfeminism and was one of the first pieces of research to define and engage with it in depth. I drew on qualitative method (discourse analysis) to analyse bulletin board discussions and blog posts, as well as popular ‘postfeminist’ texts, and used this in conjunction with philosophical frameworks in order to elaborate a theory on the socio-cultural underpinnings of postfeminism. The thesis was received very well by the international and internal markers, who were also leaders in the Gender Studies field.

2. Evidence of effective teaching and experience in the area of the sociology of sex, sexuality and gender

Seven years’ subject coordination (including curriculum development), lecturing and tutoring experience in gender studies/sociology units demonstrates a proven ability to develop appropriate course content and assessment. See dot-points below.

- Of greatest relevance to this position is my experience developing curriculum for and coordinating the introductory subject *Sex, Gender and Power* (University of Melbourne, 2010–12). Key sociological themes included: structures and institutions of sexual inequality, such as marriage and the family; mothering; sexual divisions of labour; masculinities and femininities; the semiotics of gender; bodies and sexualities and their relationships to the workings of power, especially the intersections of gender and sexuality with race, ethnicity, class and nation. The course considered both ‘third world’ feminisms and postfeminism in a transnational and global context.
- Developed curriculum for and co-coordinated *The Future of Gender* and *The Future of Sex and Gender* with Dr. Maree Parry (University of Melbourne, 2008–10). Key sociological themes included: gender and lived bodies; issues around the supposed ‘death of the family’; work/life balance; the low fertility ‘crisis’; the future of sexualities; and the transcendence of the body, including cyborgs and cybersex.
- Developed curriculum for and co-coordinated an RHD seminar subject for PhD candidates called *Critical Ways of Seeing: Sexing Theory and Research* (University of Melbourne, 2012). The

subject covered key gender studies debates, discussions and approaches to doing theory, from theories of difference to postcolonialism, postfeminism, postsecularism, transgender and transnationalism.

- Extensive tutoring experience in sex, gender and sexuality across a number of universities (see CV for details). Of particular relevance is my tutoring experience in the undergraduate subject *The History of Sexuality*, coordinated by Dr. Zora Simic (UNSW). This subject covered the historical development of sexuality in the West, from the Ancient Greeks to modernity and the present day.

3. Demonstrated upward research trajectory, including peer-reviewed publication record in the substantive areas of sex, sexuality and gender

My research profile and publication record demonstrate an abiding commitment to studies in sex, gender and sexuality. My primary area of investigation is female embodiment as both lived experience and cultural phenomenon. Specific research foci include female genital cosmetic surgery; gendered media, with a particular emphasis on sexualisation in online practices; the politics of emotion; postfeminism; transgender/transsexuality; and the literary production of sex and gender.

- Doctoral dissertation in gender studies examined politics of ‘postfeminism’. The journal article that emerged from this research (‘Postfeminist Autopsies’) has been widely cited and is referenced in the current authority on third wave feminism – Gillis, Howie and Munford’s *Third Wave Feminism, Expanded Second Edition* (2007).
- Ten original research articles published/forthcoming in top-tier international and local gender and cultural studies journals, which include *Transgender Studies Quarterly*, *Porn Studies*, *Studies in Gender and Sexuality*, *Feminist Media Studies*, *Women’s Studies International Forum*, *Australian Feminist Studies*, *Cultural Studies Review*, *Continuum* and *Fat Studies*.
- Encyclopedia entry on ‘postfeminism’ by invitation for the *Encyclopedia of Gender and Sexuality Studies*, to be published by Wiley-Blackwell in 2015.
- Work currently under review and revision, which demonstrates ongoing research effort.
- Currently collaborating on a book chapter on Muslim women and contemporary liberal feminism with Dr. Shakira Hussein from the University of Melbourne.
- Public profile with widely read op-ed articles on issues to do with female genital cosmetic surgery and censorship, published online in *The Conversation* and *New Matilda*. The piece in *New Matilda* appeared in *The Guardian*’s ‘Best of the Web’ section.

- I am currently engaged in a collaborative ethics-approved project called ‘Vulvotalk’ with a colleague in the discipline of Psychology at ANU, in the Centre for Mental Health Research. It is a survey that aims to understand female genital satisfaction among our sample population of over 1,000 participants. I am responsible for the qualitative analysis and will draw upon theoretical frameworks on body image from both sociology and psychology to contextualise participant responses. To date, we have finalised and submitted to *Porn Studies* the first paper to emerge from this project. We expect this paper to have a considerable impact on the current field of inquiry. Future publications will include articles in specialist journals and a monograph.

Research Highlights

- ‘Labiaplasty, Race and the Colonial Imagination’, *Australian Feminist Studies* (2013, with Bethany Jones): The article makes a significant contribution to the existing body of work on female genital cosmetic surgery by being the first to examine the historical links between the labelling of ‘labial hypertrophy’ as a medical disorder and early colonial appraisals by white men of black female bodies. It suggests that this history must be taken into account when thinking about the origins of contemporary labial disgust – and the cosmetic surgery procedures undertaken to address this – in the West.
- ‘Shame and Disgrace in Australian Football Culture: Rape Claims and Public Affect’, *Women’s Studies International Forum* (2013): Textual/discourse analysis of data gathered from online forums is deployed to better understand the role of emotion in de-legitimising allegations of rape in Australian football culture.

Please see CV for full details of all publications.

4. Excellent communication and interpersonal skills including the ability to teach sociology in a tertiary education environment (online and face-to-face approaches)

A proven record of good student feedback demonstrates effective communication, interpersonal and teaching skills in online and face-to-face contexts. Details in dot-points below.

- Lectures, readings and tutorial discussions address a range of student learning levels. Recognition of large range of aptitude among students and responsibility to communicate effectively with students at different levels of learning and engagement with the university. This is the kind of working knowledge of pedagogy that can only come with several years of experience: it is important for me to aim for simplicity and clarity with students who are having difficulty understanding gender studies concepts and to keep the students with

- greater facility with the theory interested and engaged. As one student said of my lectures, 'There was a good mix of information for those just starting out in Gender Studies, but also enough for those who are well versed in Gender Studies' (see teaching evaluations).
- Receive consistently good statistics in teaching evaluations for 'agree'/'strongly agree' categories (see teaching evaluations).
 - Consistently rated 'enthusiastic', 'friendly' and 'approachable' by students (see teaching evaluations).
 - Lectures are interesting and understandable, yet intellectually stimulating. Students have said that my lectures are 'engaging and easy to follow' (see teaching evaluations).
 - Tutorials rated by students as fun and exciting yet critically engaged. One student said, 'She made EVERY tutorial exciting, fun and helped us engage in thorough in-depth critical thinking when discussing concepts and theories'. I have been described by other students as 'fun', with 'a great personality' and as someone who 'encourage[s] students to think critically for themselves' (see teaching evaluations).
 - Students value the way I listen to them and guide tutorial discussion. One said, 'She was very knowledgeable and helpful when people had questions. She listened to everyone's contributions and helped to generate discussion' (see teaching evaluations). Another wrote to me that 'I really appreciated the respect you have for your students varying opinions, and your willingness to see from an outlook that defies your own in order to teach others' (see student email on last page of teaching evaluation documentation).
 - Students have remarked favourably upon my level of feedback on their assessments. I provided for one student 'a level of feedback to students writing that I have not seen before', while another said that 'great, detailed feedback was given on assessments' (see teaching evaluations).
 - I taught sociological theory in the first-year undergraduate subject *Contemporary Society* (UWS). Students commented favourably on my teaching: 'Very enthusiastic about teaching and learning from the students to the students'; 'discussions in class were well structured' (see supporting documentation).
 - I taught sociological research methods in the undergraduate subject *Researching Culture* (UWS). Students said I was 'enthusiastic and prompted class discussion/individual insight'

and that I was ‘always [an] extremely friendly and approachable tutor’ (see supporting documentation).

Online approaches/administration

- As a subject coordinator at the University of Melbourne, I used Blackboard to upload lecture slides and audio recordings, subject outlines, exams and essays, resource material, contact information, links and other useful information for students. I also used it to email individual students and whole tutorial groups, make announcements, access electronic copies of student papers, collate marks and facilitate discussion. In one particularly adventurous moment, I even set up a Facebook page for my subject. I always make use of images, YouTube clips and DVDs in my lectures in order to hold the students’ attention and have received fantastic feedback from students on my lecture organisation skills.
- I love using GradeMark for grading and feedback on assessment, especially the rubric, the highlight function and the comment bubbles. I find it to be very user-friendly, and I like that I don’t have to carry around huge stacks of paper!
- I have tutored an undergraduate subject (*Researching Culture*), which delivered online lectures, and was inspired by the way the lectures were put together (in three fifteen-minute segments) and presented (for instance, in different locales).
- While tutoring in the undergraduate sociology subject *Contemporary Society*, I held an online tutorial via the discussion board as a substitute for a classroom tutorial that could not take place due to a public holiday.

Desirable

1. Demonstrated capacity to teach relevant disciplinary areas in sociology (e.g., the family, childhood, emotions, the body)

- For teaching experience in the relevant disciplinary areas, see essential criteria, point 2.
- My research output also demonstrates a broad working knowledge of the fields of the relevant disciplinary areas and therefore a capacity to teach effectively in these. My primary area of expertise is the sociology of embodiment. I have published/forthcoming articles in peer-reviewed journals on a range of topics related to sex, gender, sexuality and embodiment, including female genital cosmetic surgery; transgender studies; animality; online sexualities; fat; and emotion. See CV for a comprehensive list of publications.

2. Experience in curriculum development, administration, undergraduate teaching and Honours supervision

- For experience in curriculum development, administration and undergraduate teaching, see essential criteria, points 2 & 4.

Supervisory experience

- PhD supervisor (on supervision panel) for Ms. Bethany Jones at ANU. Bethany is working on female genital cosmetic surgery and psychological indicators for genital dissatisfaction.

I have recently taken up a position as a PhD supervisor for Ms. Bethany Jones, given my role as co-researcher on the Vulvotalk project and my expertise in sociological and phenomenological feminist approaches to the body. In the sciences it is usual for supervisor and supervisee to have a collaborative relationship. I am certain that Ms. Jones will produce a high quality dissertation that will radically change existing knowledge in the field of female genital cosmetic surgery, and I see my role as crucial to introducing Ms. Jones to literature outside her specialty (psychology), thus enriching her grasp of the theoretical field.

- The nature of my employment contracts has meant that I have not yet had the opportunity to supervise Honours students to completion, although I have acted in this role on a temporary and/or informal basis. For instance, in my time at the University of Melbourne, I acted as a support for students in their transition from third year to Honours year, and made suggestions to the gender studies program coordinator regarding suitable Honours candidates. I made sure to attend the regular meetings for Honours and Masters students organised by the gender studies program coordinator, in which students were able to engage with one another's work, and I also attended conferences with the Honours students, to lend them mentoring support. I have assessed two gender studies Honours theses. This has given me a firm understanding of the fundamentals of successful supervision, such as the importance of mentorship, project management, and research and editorial guidance.
- As an editorial consultant, I work with, and provide extensive advice to, authors on their work. Projects undertaken include full-length book manuscripts, journal articles, theses, reports, magazines and advertising copy. In this capacity, I also assist authors in meeting their publication deadlines. This skill is transferrable to the educational context, where advice on research, structure, argumentation and sentence structure – and attention to submission deadlines – is needed.

Lecture r in Sociology Position at the University of New England, Arm idale

3 messages

Helen Creagan <hcreagan@une.edu.au>

Wed, Oct 22, 2014 at 11:19 AM

To: "camille.nurka@gmail.com" <camille.nurka@gmail.com>

Dear Dr Nurka

The Chair of the Selection Committee wishes to advise that you have been shortlisted for the position of Lecturer in Sociology, Reference Number 214/149, in the School of Behavioural, Cognitive and Social Sciences at the University of New England, Armidale.

The Selection Committee would like you to present a 20 minute seminar followed by 10 minutes of question time and then be interviewed here at UNE on Monday 3 November 2014. We will organise all the travel arrangements and then provide you with an itinerary. From past experience, its best to fly here the previous day so that would mean travelling on Sunday 2 November and return after your interview on Monday afternoon.

The seminar topic is:

"What is the sociological significance of sex and sexuality and how has this informed your research and teaching?"

Your referees will be contacted and are requested to submit their reports by Wednesday 29 October 2014.

Please confirm receipt of this email and also your availability to travel to Armidale as mentioned above. If you have any queries, please don't hesitate to contact me.

With best wishes

Helen**Helen Creagan**

Executive Assistant to the Head
School of Behavioural, Cognitive & Social Sciences

University of New England
Armidale NSW 2351 Australia

Phone 61 2 6773 3012

Email helen.creagan@une.edu.auwww.une.edu.au

CRICOS Provider Number: 00003G

Camille Nurka <camille.nurka@gmail.com>

Wed, Oct 22, 2014 at 12:32 PM

To: Helen Creagan <hcreagan@une.edu.au>

Dear Helen,

Camille Nurka

Attachment CN-14

Form C: Small Group Teaching Evaluation - Student Comments

Faculty	: Arts & Social Sciences	Session	: 2013 Teaching Period - T1
School	: School Humanities & Languages	Enrolled	: 120
Course	: ARTS2906-History of Sexuality	Repondents	: 32
Survey Description	: Evaluate Camille Nurka as a Tutor in Course ARTS2906	Survey Type	: ONLINE (18 May 2013 - 12 Jun 2013)
Survey Alternative	: Evaluate Camille Nurka as a Tutor in Course ARTS2906	Administration Date	: 13 Jun 2013

The best features of this facilitator's / tutor's teaching were

- Funny, clever, knowledgable, great, detailed feedback was given on assessments. Facilitated fantastic class discussions kind and approachable
- Her informal, fun teaching style
- She was a really great tutor. I found she had a fantastic knowledge of the course work and lead class discussions well to facilitate our learning. She really tried to get the class to come up with opinions of our own regarding the course work/readers but would also try to point us in the right direction when we were going off topic. She ran a fantastic tutorial!
- She was friendly and very open, making it easy to speak up during tutorials, or ask questions. She also encouraged students to think critically for themselves.
- Camille was honest and down to earth, engaged the students in the content very easily.
- very lively. made me interested in the subject matter. made me wish she was the lecturer instead of zora because then i wouldve went to class
- Very approachable tutor who always generated interesting conversation and debates within the tute time. I thoroughly enjoyed the course as a result and always looked forward to my tutorials.
- Good knowledge of content. Good individual comment for first tute response.
- pretty much everything. provides a relaxed and friendly environment to discuss ideas and opinions.
- Very enthusiastic personality
- Her casual manner made her easy to talk to and relate to.
- n/a
- Vast knowledge of the subject matter, engaging presence, skill in encouraging depth of thought, a level of feedback to students writing that I have not seen before with an invaluable amount of detail for students to improve their work, a general cool aura

- Her encouragement for us to critically analyse the sources presented.
 - She was very knowledgeable and helpful when people had questions. She listened to everyone's contributions and helped to generate discussion.
 - nice lady
 - Very enthusiastic about the topics pertaining to class discussion
 - Very open class structure, naturally encouraged student participation, genuine enthusiasm for the course, sense of humour
 - Everything
 - Her inclusive style and encouragement of discussion
 - Her great personality!! So much fun and had great energy.
 - She was very down to earth and direct.
 - She was fun! She made it a very comfortable atmosphere to talk about the material and learn about everything. Enjoyed her humour and intelligence
 - Her attitude of collective critical discussion
 - engaging, asked questions that required thinking, was not boring
 - Engagement with the students, made me excited to learn and participate, friendly and warm
 - Enthusiasm, which definitely made the tutorial more engaging
 - exotic personality
 - her enthusiasm and kind demeanor. Tut was usually fun!
-

Camille Nurka

Attachment CN-15

2012

“Friday is my research day”: chance, time and desire in the search for the teaching-research nexus in the life of a university teacher

William E. Boyd

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Boyd, William E.; O'Reilly, Meg; Rendell, Karyn Dr; Rowe, Stephen; Wilson, Erica; Dimmock, Kay; Boyd, Wendy; Nuske, Elaine M.; Edelman, Johan Richard; Bucher, Daniel J.; and Fisher, Kath, “Friday is my research day”: chance, time and desire in the search for the teaching-research nexus in the life of a university teacher, *Journal of University Teaching & Learning Practice*, 9(2), 2012. Available at: <http://ro.uow.edu.au/jutlp/vol9/iss2/2>

“Friday is my research day”: chance, time and desire in the search for the teaching-research nexus in the life of a university teacher

Abstract

This paper builds on some ideas recently presented by Boyd et al. (2010). In that paper, the focus was on the ways in which experienced academic staff articulate the teaching-research nexus. By presenting six short case accounts, this paper describes how a reflective narrative activity enabled some ‘new to academe’ teachers to identify the teaching research nexus in their own work. For each of them, there was some particular reason or stimulus that led to them articulating the teaching-learning nexus in their work. Given the effectiveness of this method for enabling staff to consider the teaching-research nexus, this paper speculates on ways of drawing all academic staff to encounter the ‘concept’ of the teaching-research nexus.

Keywords

teaching-research nexus reflective narrative university scholarship threshold concept professional development

Cover Page Footnote

Acknowledgments The SCU Teaching-Research Nexus Project was originally supported and funded by the University’s then Faculty of Health & Applied Sciences; the project team acknowledges the support provided by the Dean, Professor Jenny Graham. The core team members – Boyd, Bucher, O’Reilly and Fisher – acknowledge the enthusiasm with which our TRN novice colleagues have taken up the challenge of reflecting on their professional practices and scholarship.

Authors

William E. Boyd, Meg O’Reilly, Karyn Rendell Dr, Stephen Rowe, Erica Wilson, Kay Dimmock, Wendy Boyd, Elaine M. Nuske, Johan Richard Edelheim, Daniel J. Bucher, and Kath Fisher

Introduction

If the individual finds satisfaction and meaning in work, the organization profits ... [but] if not, individuals withdraw (Bolman & Deal 2003, p159).

The question is how to ensure the individual finds satisfaction and meaning in work. Notions of the learning organisation (Senge 1990) and emotional intelligence (Goleman 1998) inform us that, to improve organisational effectiveness, the organisation must consciously engage its work through theory and method, which need to be studied and mastered to be effectively applied (Senge 1990). This study examines paths towards that conscious engagement in a specific workplace environment: the university. It uses a case study of a core cultural academic process, the body theory and technique known as the “teaching-research nexus”.

University education often claims distinction from other higher education through teaching and learning that is directly related to scholarship such as research. While the value of this teaching-research nexus (TRN) seems clear, its actual definition and practice is often less so, especially among academics coming from teaching, professional or vocational rather than research backgrounds, or those whose primary role is teaching. The need to establish institution-wide uptake of TRN at universities is now generally accepted. At our university, for example, a program to enhance staff TRN awareness and provide a framework for staff development informed by the nexus parallels a growing interest in the scholarship of teaching and learning. Published models of TRN have been evaluated against experience of established TRN practitioners (Boyd et al. 2010); these evaluations have highlighted the diversity of approach, the importance of an overarching ethos that TRN brings to a scholar’s work, and the individual stimuli a scholar requires to adopt TRN. We became confident that a TRN implementation program at our university could have validity against both the global experience and our own institutional culture.

Scholars who are experienced in engaging the nexus (termed here “TRN scholars”) empower their scholarship through TRN. They explicitly understand what drives or influences their individual engagement with the nexus. For novice TRN scholars, however, it becomes clear that many do not understand their stimuli, and struggle with adopting TRN. For successful institutional implementation of TRN, it becomes important to understand how novice TRN scholars position their scholarship. To examine this, we draw on the experience – through reflective narrative – of novice TRN scholars, to understand the practical application of the TRN concept to professional and institutional development. Specifically, we focus on reflective narratives of six scholars, as they work through a process of engaging TRN into their daily university lives.

The teaching-research nexus

The teaching-research nexus (TRN) is claimed to be fundamental to academic work (Boyer 1990); research and teaching are mutual activities, and thus it is considered essential to foster synergies between them (Anon 2003; Ling et al. 2007; Prince et al. 2007; Willison & O’Regan 2007; Brew 2010; Healey et al. 2010). Globally, universities are implementing strategies to encourage the nexus (e.g. Hattie & Marsh 1996; Angelo & Asmar 2005; Jenkins & Healey 2005; Lyall 2006; Zubrick et al. 2001). However, the international literature demonstrates that TRN is often poorly defined, especially in contexts where research and teaching are considered separate and competing activities. While the literature clearly demonstrates the need for universities to develop policies

that encourage and support the nexus, for individual academics the focus is on professional development. More recently, emphasis on TRN has shifted from discussions of teaching-research relationships towards engaging students in inquiry and the benefits of research skills (Seymour et al. 2004; Prince et al. 2007; Turner et al. 2008; Healey et al. 2010; Boyd et al. 2010; Koppi et al. 2010; Partridge & Sandover 2010; Santhanam 2010). TRN is viewed as opening up new pedagogical approaches to linking teaching and research (Healey 2005; Prince et al. 2007; Bennett et al. 2010; Boyd et al. 2010; Guerin & Ranasinghe 2010; Guatelli et al. 2010; Rennie 2010).

At our university, O'Reilly and colleagues established a TRN development program (O'Reilly et al. 2007). Reporting the results of a global literature review and a staff survey, they affirmed the national and global acceptance of an intrinsic association between teaching and research, placing the university's TRN practice at into this global environment. Importantly, they demonstrated that our TRN was diverse, often implicit rather than explicit and constrained by institutional demands. They especially noted that the extent to which teaching and research truly interacted was unclear. Since that report, there has been renewed interest in Boyer's (1990) seminal work on the nature of scholarship. This interest has drawn attention to his framework of four interacting types of scholarship as a heuristic to value and integrate teaching and research within an academic's work. At the same time, the Australian Government's Carrick Institute forum on the teaching-research nexus (Krause et al. 2007, 2008) focused on four themes:

- The impact of the nexus on student learning.
- The variety of circumstances within disciplinary contexts.
- The imperatives for institutional policy change.
- The national initiatives then in play.

Importantly, the forum identified five dimensions of the nexus that our university adopted in its approach to implementing TRN:

- Learning through research.
- Research-led teaching.
- Researching teaching.
- Teaching informed research.
- Learning how to do research.

Finally, around this time, one of us (Boyd) reflected on his own teaching and learning performance by benchmarking against TRN criteria at other universities: specifically, the University of Tasmania's focus on academic and student outcomes and the University of Melbourne's structural approach.¹ The Tasmania approach evaluates a program in terms of the presence of defined teaching and learning elements and their engagement by both students and academics, while the Melbourne approach focuses on institutional elements required to ensure that the nexus operates. While he was satisfied with the outcomes in terms of how own academic performance, it is more important to note his growing realisation that the nexus deeply influenced his teaching and learning, despite his experience and assumed understanding of the relationship between his extensive research and teaching careers. The lesson was one of the need for explicit engagement with TRN as an active professional development tool. The benchmarking was an articulation of Boyd's own narrative, an experiential learning that allowed him to "honor the little stories of the individual and the big stories of the disciplines" (Palmer, 1998:76).

¹ <http://www.utas.edu.au>; http://www.cshe.unimelb.edu.au/pdfs/TR_Nexus.pdf

A program of TRN staff development

O'Reilly's and Boyd's experiences, described above, have encouraged them to directly engage other academics in reflective narratives of their own scholarly practices. The aim was to highlight the benefits of active TRN engagement, mentor scholars in reflective practice and support the scholars' self-assessment. The engagement sought answers to three questions:

1. How do academics articulate the nexus in their practice?
2. How do students experience the nexus within their undergraduate curriculum?
3. What are the nexus possibilities in the university's teaching and learning program?

The program comprises action research involving individual TRN self-reflection; recording and dissemination of TRN case studies individual and small group mentoring; workshops; production of scholarly outputs and curriculum materials; and facilitated writing and publishing (cf. Greenwood & Levin 1998; Campbell & Norton 2007; Yin 2009).

While the project aimed to lead by example, it has become clear that further research on the TRN and its implementation was required to allow the project team to apply the lessons found in the global literature. The project therefore convened a panel discussion, in which experienced TRN scholars narrated their own experiences, as examples of Krause et al.'s (2007) five TRN dimensions, described above. Analysis of that event reached several conclusions (Boyd et al. 2010).

1. Each experienced scholar continues to learn within the nexus. All demonstrated the importance of bi-directionality between research and teaching. All understood the nexus to be important in successful teaching and learning.
2. The experiences affirmed Krause et al.'s (2007) conceptions and definitions of TRN. This important finding affirmed the practical validity within our university, of broader views of the TRN.
3. Despite disciplinary differences, we found definitions and boundaries to be less important than commonalities: "Nexus engaged academics ... [to] bring unique and specialist experience, ethos, attitude and perspectives of knowledge and scholarship to their teaching and learning: their fundamental philosophy as researchers and scholars shapes their approach to teaching and learning [Thus] research provides conceptual foundations for critical engagement in learning ... [and] becomes a core learning tool ..." (Boyd et al. 2010, p16).

But why is it so hard for novice scholars to engage with TRN?

Boyd et al. (2010, p16) concluded positively: "... the nexus becomes the catalyst to encourage the merging of boundaries between teachers and learners, lecturers and researchers, and for the nexus to become a truly two-way relationship. The teacher-researcher grows through the process ... and students develop as critical thinkers and engaged practitioners".

However, there remains an issue. An important aim of our project was to engage new TRN scholars. In practice, this is difficult. While there may be institutional limitations (e.g. workloads), in analysing our established TRN scholar experiences we noted one particularly important element. Each experienced TRN scholar described their own stimulus to adopting TRN as a

central focus of their scholarship. These were quite diverse, and included: demands on teaching outside their discipline; the need to define a new research area; the need for teaching structures or devices; the challenges of a paradigm shift in a curriculum; the practical demands of professional training; and the demand for evidence-based performance data. The key conclusion is that these scholars needed to become fully conscious of their relevant stimulus, and that their subsequent adoption and adaptation of the nexus was explicitly framed in terms of that stimulus. In subsequent discussions – some 40, largely TRN-inexperienced scholars attended the panel discussion – an important contrast emerged. While the experienced TRN scholars had found their individual stimulus (the thing that drove or influenced their active engagement with the nexus) and valued its importance, other academics had not. It has become clear that the fact that some academics have yet to identify the driver or influence that will help them engage with the nexus is a significant impediment to further uptake of the nexus amongst scholars.

Method: reflective narrative and participant observation

We now sought to understand this impediment more fully. The nexus team continued its reflective narrative approach by engaging novice TRN scholars in interviews, conversations and shared reflective writing, encouraging them to articulate their sense of the nexus. In doing so, we intended to refine the nexus model affirmed in our previous work, with a specific intention of making TRN and its adoption relevant to the conditions of inexperienced academics in an institution such as ours.

We embedded the goal of understanding this impediment, therefore, within a critical reflective mode, adopting a peer- and self-review approach that married the practical application of experiential learning and reflective observation (Fry et al. 2003) with the strengths of reflection-in-action and reflection-on-action (Schon 1983), and harnessed reflective practice based on participant observation (Lincoln, 1994; Maykut & Morehouse, 1994; Dunn, 1997; Kearns, 2000; Wengraf, 2001; Robson, 2002; Neuman, 2007, 2009). Reflective practice can be defined as:

The critical thinking required to examine the interaction occurring between the researcher and the data during analysis ... [to] be reflective so that she can uncover and provide a full account of her deep-seated views, thinking, and conduct. (Jackson 2003, p223)

Practically, we harnessed this critical thinking through narrative writing, via both semi-structured interview and individual writing. This form of writing-as-discovery echoes the adoption of biographical narrative in the social sciences as a form of critical engagement with academic processes (Weintraub 1978; Bulmer 1984; Lincoln 1990; Weiland 1995; Richardson 1997; Chamberlayne et al. 2000; Clandinin & Connelly 2000; Geertz 2000).

Results

Introduction to the reflective narratives

The following reflective narratives emerged from discussions between the core team members – those already experienced or engaged in TRN – and academics who self-identify as novice TRN scholars: Steve Rowe, Erica Wilson, Kay Dimmock, Wendy Boyd, Elaine Nuske and Johan

Edelheim. They recognise the nexus as a potential component of their teaching and learning scholarship and practice; they now seek to engage more deeply with the nexus. Discussions were followed by semi-structured interviews, transcribed verbatim to provide transcripts that stimulated the next stage, the writing. Each participant then drafted a short (500- to 1000-word) piece reflecting on their engagement with the nexus: why, how, what, strengths, weaknesses, benefits, supports, impediments? Style was left open, ideally in the writer's voice, but designed to provide a descriptive narrative case study for this paper. All authors, including the novice TRN scholars, then examined the case studies from the perspective of the issues identified above: Why is it hard for novices to engage with TRN? What is the role of the original stimulus to engage with TRN? How can the organisation respond? The following discussion is the group's review of our communal experiences.

Steve: from Luddite to innovator

My teaching research nexus lies in the field of interactive online teaching and learning. The trigger for my engagement with the nexus can be traced directly, and paradoxically perhaps, to a lack of time. I say "paradoxically perhaps" because it is more usual to hear academics lament the lack of time to engage with something else. My initial engagement with the nexus was participation in an action research group for a PhD (O'Reilly 2003).

My time in that group provided transformational space (Savin-Baden 2008) to explore and develop a strategy to address an emerging issue: the lack of time to comply with ever-tightening preparation deadlines for external print-based study materials. I needed more time to update my materials, because of an unanticipated update of the textbook and the need to include up-to-date current-events content. Group members were multi-disciplinary, thus less constrained by existing views of what could not be done because that is "not how we do it in our discipline". This broader outlook was very stimulating, and reinforced similar experiences in other disciplines described at Teaching & Learning Centre seminars. I decided to remove all feedback from the printed study guide, and place it in our learning management system (LMS). Access to page proofs allowed update of study-guide content within a reasonable time, streamlining the study-guide preparation timetable.

The successful use of the LMS encouraged me to explore other features, which I soon took advantage of for other assessment tasks. This move was significant: I had been an avowed Luddite following a forgettable experience in the early 1990s with the then-new online world. The action-research cycles encouraged the practicality of LMS features to invite guest lecturers to share their experiences with students. I had done this regularly during my initial four lecturing years in the late 1980s, but it was impractical and uneconomic on multiple campuses with the growing cohort of distance students. The asynchronous LMS discussion board allowed anywhere-anytime access to all students and lecturers, leading to the successful re-introduction of guest lectures. Significantly, graduates were invited as guests, a strategy to allow students to see graduate attributes "in action", and to see direct connections between study materials and the real world. The asynchronous discussion boards have been subsequently superseded by synchronous audiographic tools, allowing direct audio and text contact.

So, how did this pragmatic response to a lack of time (re)engage me with the nexus? As an innovator, I became a regular presenter at Teaching & Learning Centre seminars. This encouraged me to talk outside the university, and I began to write conference papers. Significant impetus came from engaging the literature for these seminar and conference papers. My two most significant influences were, and remain, Palmer (1993) and Shulman (2002), specifically their advocacy of

the value of sharing our ordinary stories about teaching. Only slightly less significant was their message that sharing these stories is neglected as an integral part of our normal academic activities. This reflects my own experience, no doubt why I identified with their work, and heeded their call.

Erica: growing a critically reflective pedagogy

The idea of the teaching-research nexus is not new to me; it is something that I had been doing for years, without clearly putting a name to it. As a post-doc early-career academic, I was already incorporating elements of my research into teaching, via lectures and study topics on women and travel, and guest research lectures. However, I did not fully think about the nexus more broadly until exposed to the TRN project. Only then did I realise that TRN was more than just giving a lecture on my research, or including a paper in a book of readings.

My stimulus was a desire to think more strategically and theoretically about my pedagogical approaches: why I teach the way I do. Further, after 10 years of teaching, I wanted to reinvigorate my teaching. I felt I had reached stagnation: while I enjoyed teaching and engaging students, I knew my methods needed closer examination and reinvigoration. Thus began a process of self-reflection (helped by a sabbatical) on my role as a university teacher of sustainable tourism. I had recently engaged in a critical turn in tourism studies, caught up in an academic movement, challenging mainstream, positivist approaches to research. Yet I hadn't turned this critical eye to the teaching of tourism. A colleague made me aware of her own work on critically reflective (or reflexive) practice in her undergraduate management courses, which, coupled with my own critical leanings and values, highlighted its potential in strengthening my teaching and the students' learning.

The first step in enacting a critically reflective pedagogy was to reflect upon my own teaching goals, values and aspirations. This I did through writing my own teaching philosophy, articulating the ontologies and epistemologies underscoring my teaching practice. How could I translate this philosophy, grounded in the critical realm, into the actual teaching of sustainable tourism? This is done in small, effective, ways. In my first lecture on sustainable tourism, for example, I am upfront about my critical perspective, my reasons for this approach, and my own values, beliefs and assumptions (the core of critically reflective practice). I also discuss my struggles with being personally sustainable, trying to position myself alongside the students as a co-learner trying to grasp what sustainability means! I say that my goal is for students to go into the world, be able to think critically, and be a well-rounded person able to debate and question. These were always the values underscoring my teaching, but I didn't know how to translate them into the curriculum. Incorporating critically reflective pedagogy into this class is my first attempt at putting TRN into practice! I now also include critical thinking and reflection as clearly outlined skills as part of the [?] syllabus in my unit guide, and dedicate one assessment item to developing critical-thinking and reflection skills. This is despite some mixed reactions, but I try to be honest about why I am doing it, and where it fits in the students' studies and everyday lives.

There are challenges to this TRN, particularly to the critical teaching approach. I must consider the power differentials: I hear academics say, "Students just can't think critically"; perhaps it is because they don't know what "critical" means? But do we, as teachers? I also have to avoid disadvantaging international students: critical thinking is a Western, individualistic paradigm. So, the aim is to start simple, with simple exercises for students to elucidate – in plain English rather than theoretical language – their values, beliefs and assumptions regarding tourism and the environment. I need to avoid advantaging those who speak out or know how to debate. Quieter

and some international students need suitable assessment allowing everybody a voice. That is what critical theory is about: letting people have a voice and feeling they have power, avoiding a “talking down to”, hierarchical structure.

I have started to publish on this approach – another example of the nexus. This process of reflection has grounded me, clarified my teaching intents and values and helped in my own professional development. I have a stronger interest in the scholarship of teaching, and the scope for publishing on our teaching practices, and recently commenced as my School’s Director of Teaching and Learning to further this interest and develop my leadership skills in this area.

Kay: an accidental academic

Being in the position where I can discuss my TRN might be described as a pleasant accident, being in the right place at the right time. Joining the academy was not a deliberate choice — I was simply curious to know what academics in universities did!

An honours year in 1995-6 allowed me “the luxury of spending time in the library and thinking about research”, as one supervisor said. As a mature-aged student with a media and publishing administration background, and many years as a backpacker, I enjoyed the novelty in studying tourism. What was it really about? I was a little lost for some time during this luxury in the library – worrying and wondering. However, I was introduced to a conceptual model for studying managers and management as one way I could examine my research topic – management style and competitive strategy in small tourism businesses. The support of a well-tested conceptual tool was terrific: it allowed me confidence to probe the ability of the tool, and dig into the meaning of its application. There was a discovery happening to me, and I liked what I was doing.

After Honours, I joined the teaching team as a tutor in an introductory management unit whose foundation was the conceptual model I had been studying. That was in 1997, and now I am the unit assessor, teaching across seven locations (including SE Asia) with more than 500 students. The model is in its fifth edition. I work on it with many students in Australia and internationally: how I refer to it, discuss it, introduce it and deconstruct it have all changed dramatically over those years. Students have shown me how elements of the model have value for them, and why it is, or isn’t, important to them.

Colleagues and I then applied the model in research considering student skill and competency development. Working with Bangkok-based students, I’ve seen the influence of cultural norms on their interpretation and assessment, as they lean towards positive human resource commentary at the expense of a critique of organisation structure and management hierarchy, to save face. The model was also useful in research with managers of scuba-diving enterprises, who commented readily on industry challenges and difficulties that confront their management.

I also want to understand the importance of the degree program to overseas students. With two colleagues (one offshore), we ran student focus groups, presenting the findings to the offshore partner and getting them published. This research helped me see why students took on a financial burden along with a significant language hurdle, as they sought to acquire what they identified as the credibility of an international master’s degree.

By now in my career, the idea of a nexus between teaching and research was becoming clearer, although I wasn’t aware that it was universal. I had the good fortune of forming a close association between them using this model to conduct research – some five research papers – to and develop

as a teacher. The model provided security in the form of support and structure in research and teaching, both of which were removed when I undertook PhD studies. Yet, perhaps, that security also gave me the discipline to discover more, and to complete my PhD.

For me, teaching and research are two quite different tasks, yet they both demand ongoing application and an ability to manage detail. Not naturally being a scholar, I see these in a practical light more than anything else. Yet, as university teachers, the ethos of research is critical to our work in the classroom, in lectures and in discussions with students and others: if we are not active in research, then we have not had the experience of discovering, whether deliberately or by accident, and therefore are unable to know and be informed by the nuances of engagement with research.

Wendy: finding her practitioner pedagogy

Being in my third year as an academic, I have questioned, reflected upon and critiqued my teaching approach, so that students are actively engaged in worthwhile learning. I want to be a successful teacher. I seek to establish an environment that supports student engagement; how best to do this has continuously challenged me. Most recently, I applied an approach that I had successfully used as a practitioner working with young children. It is a documented pedagogical approach that engages learners, and supports their thinking and learning. I am unsure if this is the teaching-research nexus at work, but suspect it is the beginning.

Having a background as an early-childhood professional, and knowing the value of establishing a pedagogy of relationships for young children to learn, I decided to apply a similar pedagogy in my tutorials for a core early-childhood unit. My understanding of a pedagogy of relationships was based on respectfully communicating, using listening, attentiveness and two-way interaction to establish a caring relationship between the students and the pedagogue. How did I apply this pedagogy of relationships? In the early-childhood tutorials, I learnt the students' names, and a little about their background as quickly as I could, to make a personal connection with each student. During tutorials, whilst students were engaging in group work around key discussion topics, I took the opportunity to interact with every student during the two hours. This, I believe, helped to cultivate a culture of two-way respect: I developed an understanding of each student's background, interests and issues; they got to know me a little better as I shared anecdotal experiences from my early-childhood teaching.

I also wanted to adopt this approach to model appropriate teaching in early-childhood education. According to the early-childhood national curriculum, the Early Years Learning Framework, good early-childhood pedagogy is based on the teacher's professional knowledge and skills; knowledge of children, families and communities; and awareness of how beliefs and values affect (children's) learning and personal styles and past experiences (DEEWR, 2009). Within the Framework, the principles of teaching children are based on secure respectful and reciprocal relationships; high expectations and equity; respect for diversity; and ongoing learning and reflective practice. Thus, the students could subliminally be exposed to these early-childhood principles by my approach.

I did not know whether applying these principles to a higher-education class was an effective teaching strategy, but I understood how important it was to be recognised and respected as an individual in your own right. Students responded well to my teaching, and I found myself looking forward to the weekly tutorials as I engaged deeply with them.

I was amply rewarded when the Student Unit Reports came out: average student rankings were 4.7/5! Students' written comments told me that they had captured what I had been trying to achieve. These unit reports were affirmation for my adopted pedagogical style. While the satisfactory completion of assessment reflected the students' learning, the student comments told me that this pedagogical approach suited the delivery of early childhood principles and practice content. I continue to reflect on my practice, and sense I need to ensure that I contextualise my teaching approach to each unit content and each class context.

Elaine: Friday is (still) my "research day"

I came to academia relatively late in my career, having practised as a social worker for 18 years. Brought up on a diet of evidence-based practice, a modernist conception of "what works", my practice was influenced strongly by research and theory. Praxis was the buzzword – the practical application of learning. Entering the world of university teaching, it was no surprise to discover the discourse of the "teaching/research nexus". My early teaching years saw me pursuing research though my PhD. It was clear I was to embark on this massive task based on my previous passions and practice, so I focused on foster-family care. My practitioner experience had always left me bereft of passion for hard evidence, my worldview seeking meaning and narratives rather than hard answers to assist my understanding of the vulnerable with whom I worked. It always seemed to me, for example, that if evidence-based practice worked, why were children still being abused; why was the system not working? With relief, therefore, I discovered I was able to concentrate on a more postmodern philosophy that allowed for difference and placed value on experience and meanings.

However, I was bemused by my research not connecting with my teaching. Was that acceptable? "Totally," said my supervisor, "so long as the research is valid." I guessed there would be connections, in that I used my social work skills in interviews, researched direct lived experience, and could relate that to my teaching within the counselling units. I was not convinced. Friday became my "research day", a day when I concentrated on research, not teaching or student issues. My job became rather disjointed.

Once I received the hallowed piece of paper and could call myself Dr, I began to look at where to move my research career. Only then did I began to ask, "How does my research inform or relate to my teaching?". I returned to the conceptualisation of praxis, and began to process how my research interests could be connected to my students. An invitation to join the TRN project appeared in an email. Yes, I thought, maybe this will help me focus and integrate the different aspects of my job as an academic. To some extent, it has, but

Thinking about the nexus has helped me to see connections, to integrate my learning with the learning of my students. My focus has been on reflective practice, as a counsellor, as a teacher, and as a researcher. This seemed to be the way I could integrate my experiences and move forward with my research agenda. Over the last year or so, I have been integrating knowledge and research into the role of the reflective practitioner in my teaching within counselling units. I have spent time with students discussing both their own self-reflections and the nature of research into this area within the counselling literature. The graduate attributes of my teaching units stress the role of reflection both in, and on, action for the counsellor. This sits well with me now. I definitely feel more comfortable with this connection. In addition, I have moved into the area of direct research with problem gambling. Teaching within the counselling major has seen me able to directly incorporate this research knowledge into subject areas of teaching. It also allows me to share my

experiences as a researcher with students, who seem to now value the nature of research in its many forms.

However, Friday still remains my “research day” – but today is Monday, so is the writing of this paper considered research or not, I wonder?

Johan: teaching practices as the base for research

As a lecturer in tourism and hospitality management, I had previously worked in the hotel industry overseas, re-educating myself as a primary school teacher, before starting my academic career. Starting as an academic, I realised, to my surprise, that basic pedagogic methods were seldom practiced. While my years working as a primary school teacher still shine through, regardless of the age difference and maturity of my current students, I still find that such practices work well. Similarly, interactive teaching methods that I previously used to keep classes engaged and interested are as important for undergraduates as for children.

Working at a small university with a limited number of specialist subjects, I find myself mainly teaching foundational subjects related to my work background, rather than my research areas. My research focuses on power structures in tourism and hospitality, and, therefore, seldom fits directly into my undergraduate subjects. When considering the TRN, therefore, I work rather from the perspective that good teaching practice should be recorded and disseminated as research to a broader audience. Teaching practices are integral to learning; learning about what students find effective is important. I see myself as a good teacher, and I take pride in teaching well. I try new teaching methods in my classrooms, while presenting the standard syllabus for my subjects, something I would like to do more extensively. I have found that teaching hospitality and tourism in higher education is seldom based on innovative teaching methods. Surprisingly little research has been done on how to teach in the field, rather than what to teach (Stergiou, Airey & Riley 2008). An ongoing debate still rages about how much tourism and hospitality studies at university level should be aimed at either academic skills transferable within a larger business, humanities or scientific environment or, as the industry is often arguing, training employees for practical tasks in the workforce (Tribe 2002). Whilst understanding this debate from both viewpoints, I find that it seems to overlook the important question of how to transfer information bridging the theory-practice gap. Building on my diverse background and the fact that my students generally evaluate my teaching highly, I started documenting the way I teach (Edelheim & Ueda 2007; Edelheim 2009, 2010).

My long-term aim is to publish a small research book on alternative methods in hospitality and tourism teaching. I want to bring different ways of learning, rather than new content, into the classroom. This approach started when colleagues asked me how I went about activities that created lots of excitement and activity amongst my students. Writing up my class activities or assessable items, I also self-reflexively created a literature review to see how others had used similar methods. I know that several colleagues have really good assessment items and different methods of teaching; if I could create a proforma in how to document best practice, I could work with colleagues to help them document their methods and, through that, create research broadening the body of knowledge. It is amongst the most satisfying types of research I have done, simultaneously feeding in new ideas on how to conduct future classes.

Discussion

These reflective narratives have helped the research team better understand the adoption of the teaching-research nexus in higher education. Like Palmer's (1998, p76) "little stories of the individual", the narratives have helped us better understand the "big stories of the discipline". Most importantly, they help explain why it is hard for novice scholars to engage with TRN. To explain this understanding, we continued our reflective narrative, with the established TRN scholars seeking follow-up comment from the novices, and themselves reflecting on the novice narratives in the context of their own experience.

Elements of all of Krause et al.'s (2007, 2008) five nexus dimensions are evident in the narratives. However, there is a stronger common theme: these are scholars trying to make meaning of their teaching. The nexus, at times loosely defined or implicit, is articulated best through discussion of pedagogy, the bridging of practice and teaching or the practical relevance to teaching. In short, these scholars are trying to "walk the walk" in their university teaching. In seeking to do this, they find the broader application of scholarship and research, either drawn from prior academic or professional experience and practice or emerging from pedagogical needs, to be useful; the nexus validates their search for meaning.

It is also useful to consider Krause et al.'s (2007) five key qualities (they call them conceptions) of the nexus. The first is that the TRN epitomises teaching and learning in higher education: unlike the experienced TRN scholars, all of whom started from this standpoint, our novices did not make this starting assumption. While some express surprise at the lack of linkages, most appear to be so immersed in the task of teaching that such a conception of higher education only emerges in response to a teaching and learning need. All agree that the second conception – that the TRN engages and motivate students – is valid. The final three – that the TRN develops important graduate attributes, that it prepares students for future employment and that it offers professional benefits for academic staff – are not explicit in the narratives, although are probably implicitly accepted. They better reflect the underlying drivers behind most of the development described in the narratives. It is likely that, given the early-stage nexus adoption represented by these narratives, these conceptions will mature with time.

The narratives indicate the novice TRN scholars' intention and willingness to engage with nexus. It is questionable, however, whether all the nexus scholarship, with its papers, definitions of dimensions and conceptions, experienced scholar case studies etc., is really what helps the novice engage this seemingly central academic trope. The narratives reflect the influences of pragmatic need, serendipitous opportunity and desire to engage teaching and learning in professional and exciting ways. There are common themes:

1. Engaging the practice of teaching in lieu of conventional research.
2. Merging professional and pedagogical practices.
3. Creating professional credibility.
4. Engaging in a contextual puzzling over the epistemology and ontology of "research", and its relationships with "scholarship" and "teaching".

These scholars do not seek to bring research results *per se* into the classroom, but to bring in the methods, concepts and ethos of their discipline. To do this, they recognise the nexus as a valuable heuristic.

While academics with scholarly apprenticeships (e.g., people such as the experienced TRN scholars in the team, whose primary professional background is in academe) may intuitively understand “research” and “university teaching and learning”, for academics with professional backgrounds or later-in-life academic career starts (i.e. whose apprenticeship and culture is professional rather than academic), such intuitive understanding may be less tangible. Their professional cultural background is different. While such academics want to be good university teachers, they question what is required as an academic researcher. While there may be other organisational impediments to a university promoting the nexus, the professional cultural apprenticeship may be the crucial personal epistemological and ontological impediment to engaging the nexus.

Therefore, while we can accumulate case studies from experienced scholars (e.g. Boyd et al. 2010) and use them in mentoring novice TRN scholars, there are fundamental cultural limitations. What is missing is a means to adopt the teaching-research nexus threshold concept (cf. Meyer & Land 2003, 2005): what is the threshold concept that assists a novice TRN scholar in moving from intention to action? This question must be asked in the context of the novice’s understanding of scholarship being conditioned by a professional, rather than academic, cultural background. It has been assumed that a definition of the nexus, expressed in conventional academic terms, is what is required (see the extensive literature cited in the introduction). However, as Shulman (2002, pp41-2) points out, “we in the academy would love to believe that one can’t practice or perform without first understanding. Alas, we all know that’s not true”, cautioning against allowing the sequence or hierarchy of the definition to dictate “the only legitimate way to learn something is in this particular order”. Definitions only capture certain things, and, in providing a simplified view of complexity, reflect their preconditions. In the nexus, the preconditions exclude the cultural apprenticeships of non-experienced TRN scholars; they assume the scholar recognises, or has crossed, the threshold.

The threshold is a “conceptual gateway” by which a person understands a new way of thinking (Meyer & Land 2003, 2005). Interestingly, Meyer and Land describe the threshold as “*transformative* (occasioning a significant shift in the perception of a subject), *irreversible* (unlikely to be forgotten, or unlearned only through considerable effort), and *integrative* (exposing the previously hidden interrelatedness of something)” (p386); the latter is apposite in this discussion. Thresholds may be “troublesome”, in that they may challenge the status quo. Importantly, Meyer and Land consider that both ontological and epistemological conditions may cause blockages to achieving a new transformative state – that is, crossing the threshold – and that it is necessary to explicitly design and manage a process to facilitate transformation: in their words, “to assist teachers in identifying appropriate ways of modifying or redesigning curricula to enable their students to negotiate such epistemological transitions, and ontological transformations, in a more satisfying fashion for all concerned” (Meyer & Land 2005, p386). Here, we have adopted as our “modified or redesigned curriculum” the narrative form to encourage colleagues (read “students” above) to “internalize key concepts, reflect on experiences or create applications of theoretical ideas” (Summerby-Murray 2010, p232). Adopting reflection to transform lived experience and knowledge into effective action requires specific encouragement or prompting, and thus a structured approach (Hutchings & Wutzdorff 1988; Summerby-Murray 2010; Heller et al. 2011). In doing so, we have identified triggers to approaching and, in some cases, crossing the TRN threshold: Rowe’s changing demands on curriculum development, Wilson’s teaching stagnation, Dimmock’s “being the right place at the right time”, Boyd’s realisation that methods used to engage young children could be used with university students, Nuske’s fear of being professionally disjointed and Edelman’s surprise at the lack of previous research. The changes that have emanated from these triggers have been to some extent

transformative, none are irreversible and all result in heightened awareness of the integrative nature of scholarship, the very core of the nexus.

To reinforce the importance of this threshold concept, our novice TRN scholars respond in various ways. Boyd, for example, commented that she “identified with the notion for myself in researching my teaching, but it has implied layers of meaning for my teaching of students who I am also trying to bring to the threshold concept level ... the notion of threshold concepts holds well for my ongoing critical learning and reflection in my teaching.” Dimmock commented that “the suggestion of threshold concepts sits very comfortably with me and the TRN experiences that I’ve shared in this paper are central to the experiences of working with first year undergraduate and first year postgraduate students”; she has subsequently explored her nexus using Meyer and Land’s (2005) terms. However, there is a clear recognition of the importance of understanding and seeing clearly the different paths that have lead each individual to the threshold. Rowe commented on the importance of the different perspectives from which each scholar begins, even within the respective research and practitioner umbrella labels.

Conclusion

The teaching-research nexus may be viewed as a core trope of university education: there is a fundamental relationship between the scholarships of teaching and of research, and that this differentiates universities from other forms of higher education. The modern university, however, is evolving from its conventional scholarly origins: its curriculum is becoming increasingly practical and applied, its scope increasingly professional and its staff and students increasingly pragmatic. A greater proportion of both staff and students are being drawn from non-scholarly backgrounds. The assumptions underlying the teaching-research nexus – borne of scholarly apprenticeships – are increasingly found to be implicit rather than explicit, even amongst experienced TRN scholars (Boyd et al. 2010).

Drawing on reflective narratives of academic staff who have a desire or intention to engage the nexus, but find it difficult, we are able to test these assumptions. We find that engaging the nexus requires that academics who may be late-career starters or recruits from the professions – those without a conventional scholarly apprenticeship and therefore without the epistemological or ontological understanding of conventional scholarly research – master key threshold concepts (Meyer & Land 2003, 2005). The triggers for such mastery are diverse, but to a large extent reflect pragmatic needs and serendipitous opportunity. In particular, with a contemporary focus on teaching and learning in the universities (e.g. Buchanan 2010), engagement emerges out of a desire to engage teaching and learning in professional and exciting ways. These changing circumstances imply that conventional academic development needs to be adapted to harness the opportunities offered by this focus on teaching and learning, the pragmatic day-to-day demands of teaching academics and the serendipity so influential in any career (cf. Cloke 1994). Mentoring for the nexus needs to rely less on formal expressions of the nexus and more on adaptive strategies based on the daily experience of academics. The institutional response – the method to lead the novice to the threshold – needs to realistically reflect the diverse, troublesome and contingent contexts of academics’ desires to engage the teaching-research nexus.

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THE UNIVERSITY OF
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The Teaching-Research Nexus

**How research informs and enhances learning
and teaching in the University of Melbourne**

Gabrielle Baldwin



The *Teaching-Research Nexus* was developed for the University of Melbourne by Associate Professor Gabrielle Baldwin of the Centre for the Study of Higher Education. The document was adopted by the Academic Board in 2005.

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The Teaching-Research Nexus

How research informs and enhances learning and teaching
in the University of Melbourne

The University of Melbourne strives to achieve an enriching nexus between research, learning and teaching. This includes a commitment to introducing undergraduate students to research insights, methods and values as one of the distinguishing features of the 'Melbourne Experience'. As a pre-eminent international research university, the University's vision involves drawing on its research strength in the design and delivery of educational programs of equally outstanding quality.

In the *Nine Principles Guiding Teaching and Learning in the University of Melbourne*, the second principle is 'an intensive research culture permeating all teaching and learning activities'. The existence of such a fruitful nexus between teaching and research tends to be an article of faith with many academics – that, at higher education level, you cannot be a good teacher unless you are also a good researcher. But the benefits of the research-teaching nexus from the point of view of undergraduate students should not be taken for granted. A comprehensive review of the extensive research relating to the effects of college education in the United States, Pascarella and Terenzini (2005)¹ concluded that most studies actually suggest an *inverse* relationship between research productivity and teaching quality — as least as this is measured by student satisfaction surveys. A likely explanation for this pattern is that students tend to regard the availability of academic staff as very important, and that availability is likely to be restricted in research-intensive institutions. If this is the case, academics with strong research interests and extensive research programs may have to consciously work to compensate for the constraints on the time they have available for individual students.

The University of Melbourne recognises that the research-teaching nexus has both explicit and subtle qualities and is achieved in many ways — and that there is value in deliberate efforts to nurture it. The purpose of this document is to encourage consideration of the ways in which the research-teaching nexus can be continually broadened and enhanced.

The suggestions to follow have been written for departments and academic staff wishing to explore and enhance the relationship between research and teaching. They are not prescriptive — some of the suggestions require intensive teaching and need levels of resources and staff-student ratios that are not always possible. Rather, the intention is simply to offer practical ideas based on the range of meanings that are attached to the concept of a 'teaching-research nexus' or 'research-led teaching'.

¹ Pascarella, E.T. and Terenzini, P.T. (2005) *How College Affects Students: A Third Decade of Research, Volume 2*. San Francisco: Jossey-Bass.

The various linkages between research, learning and teaching

There are many ways in which the University of Melbourne's research activity and research culture permeate teaching and learning. According to particular contexts, academic staff build the teaching-research nexus through approaches that include:

- drawing on personal research in designing and teaching courses;
- placing the latest research in the field within its historical context in classroom teaching;
- designing learning activities around contemporary research issues;
- teaching research methods, techniques and skills explicitly within subjects;
- building small-scale research activities into undergraduate assignments;
- involving students in departmental research projects;
- encouraging students to feel part of the research culture of departments;
- infusing teaching with the values of researchers; and
- conducting and drawing on research into student learning to make evidence-based decisions about teaching.

Each of these approaches is discussed in some detail on the following pages. In the main part, the discussion examines how research informs teaching and does not consider how teaching might inform research — which it can in many disciplines. For example, academics have been known to report that being asked to teach a subject in a new area has opened up unexpected lines of inquiry that have led to fruitful new research agendas.

An ideal way to achieve many of the dimensions of the teaching-research nexus is to draw on the knowledge, skills and experience of the visiting researchers who pass through the University of Melbourne each year — through presentations or lectures to undergraduates, or through their leadership of class discussions.

Possibilities and suggestions for research-led teaching

1. *Draw on your own research in designing and teaching courses*

The most obvious, and perhaps ideal, situation is one in which your current research can be incorporated directly into the curriculum — as the focus of a module or even a single lecture. The great advantage of this is that students can be introduced to the nature of research, as well as to some of the new knowledge which has been created. They can be ‘let in’ on the process: the formulation of the research questions, the development of appropriate methodologies, the frustrations and uncertainties, and the analytical steps involved in reaching sound conclusions. Research becomes a real experience to them and is de-mystified. They are likely to be affected by your enthusiasm and commitment – research findings tell us that these qualities in teachers are powerful motivators for students. Their respect for your intellectual authority will also be greatly enhanced.

Unfortunately it is not always easy to use personal research this directly in teaching – large, mainstream undergraduate courses often seem to have no room for modules based on the specialised research interests of the academic staff. On the other hand, perhaps we need to be more creative in thinking about the curriculum. As we come to accept that, with the explosion of knowledge, full ‘coverage’ of major areas is not possible in undergraduate courses, emphasis in education is shifting from content to the processes of learning (to some extent — it need not, and cannot, be either/or). Students need to ‘learn how to learn’, how to go about finding out what they don’t know, and to be given the conceptual frameworks of their chosen disciplines, so they can effectively process, evaluate and use the information they acquire. A loosening of the constraints of ‘coverage’ should create opportunities for innovative curriculum design based on the objective of teaching students how to *think like a . . .* (physicist, historian, economist, etc.). Units of study which foreground the teacher’s own thinking as a researcher – and invite the students to participate in the process — represent an invaluable way of encouraging this kind of learning.

Apart from the formal curriculum segment, there are many opportunities for teachers to introduce their own research experiences into classes in the form of illustration. The literature on effective teaching clearly indicates that illustrative material is an essential part of helping students to understand ideas, concepts and theories. They need to make connections between the abstract and the concrete, and to trace the implications of theories in practice. The good teacher is constantly searching for relevant examples and anecdotes. It is often suggested to beginning teachers that they look for topical illustrations in the media, to contextualise their material in the recognisable, everyday experience of the students. Just as effective is reference to the teacher’s own experience of tackling ‘real world’ problems in his/her research.

Here is a simple illustration of one way in which this can be achieved. Some time ago, the History Department at the University of Melbourne required first year honours students to study a unit on the Spanish conquest of Mexico. This was in addition to the main first year course in either Modern or British history. The unit was taught by a staff member who was conducting extensive research on this topic and who gained an international reputation in the field. There was no thematic link between the main courses and the specialised unit – this was not seen as a problem. The students were given a most valuable opportunity to learn about historical method, working through one of the main primary sources with a researcher engaged in the same exploration.

2. Place the latest research in the field in its historical context in your classroom teaching

All academics understand the importance of keeping up to date with developments in their fields and basing their courses on the latest findings. Teaching clearly outmoded theories or practices is a cardinal academic sin. Recently a law suit against a university department alleged as a central aspect of negligence the use of outdated materials.

However, the educational value of introducing current research findings is greatly enhanced if it is contextualised. It is important to convey to the students a sense that the discipline is dynamic and evolving — and that there have been many mistakes and dead-ends along the way. Too many textbooks tend to give the impression that knowledge is clear-cut and unproblematic. One of the most valuable insights a teacher can offer students is an understanding of the ‘messiness’ of reality and the provisional nature of knowledge. Within a discipline, there is no better way to do this than to refer to some of the discredited theories of the past and the passionate debates of the present.

This has to be handled carefully – particularly with young students, who can react with panic if confronted with too much uncertainty. They need a confident guide through the labyrinth and assistance in developing the analytical tools which will allow them to make their own judgements. One wants to encourage scepticism, but not cynicism. Students have been known to lament: ‘if all of these experts disagree, how am I supposed to work anything out?’. They can learn to be comfortable with ambiguity, informed uncertainty and provisional acceptance of theories on the best available evidence. In this, they can be greatly assisted by teachers who model these approaches and stances.

Another benefit of frequent reference to contemporary research in one’s teaching relates to student motivation. Letting students in on the intellectual adventure that is research is a powerful means of engaging their interest, even if they are presently working at a more basic level.

3. Design learning activities around contemporary research issues

In many disciplines it is possible to ask students to explore some of the cutting-edge research themselves based on their knowledge of fundamentals of the disciplines. They can be given the task of investigating the status of a current research question — to find out more about the nature of the question, the different approaches to answering it being taken around the world, and the conclusions of different researchers. In this, the Internet is an invaluable resource, making possible an investigation which would not have been feasible for students even a few years ago. This procedure also has the advantage of helping students to become acquainted with the main channels of communication within the research community of a discipline, or sub-discipline.

There are many variants of this kind of task —in some areas, students can be asked to identify the key research questions being pursued in the discipline. They can investigate the reporting of a study in the media and compare this with the official report. They can be given an article setting out recent research findings and asked to review it in terms of methodology and argument (if it is recent, they will not be able to rely on others’ judgements).

A small-scale literature review, leading to a conclusion about the current state of knowledge and further questions to be addressed, can be a very effective learning exercise for undergraduate students. It requires a range of skills integral to the research enterprise (even though the students are not conducting any empirical research) – skills of information-gathering, summary and synthesis,

comparison and evaluation, logical argument and creative thinking. And, again, it brings home the evolving nature of the field and the provisional nature of its understandings.

There are many simple ways in which this particular aspect of the teaching-research nexus can be achieved. For example, students in one course were asked to investigate the current state of research on the nature of consciousness. Working in teams, they were required to cover at least two different disciplines — since ‘consciousness’ is preoccupying researchers in a number of diverse areas — and to compare the range of approaches and conclusions across these fields.

4. Teach research methods, techniques and skills explicitly within subjects

This too can be done in several different ways. In the sciences, of course, the development of students' understanding of research methodologies occurs extensively in laboratory classes. Another way is on an ‘as-needs-within-subject’ basis, with assessment tasks and other activities within subjects utilising new methods and skills at appropriate times to address key contemporary research issues. A further way is to offer one or more systematic research methods or skills subjects, which might include a critical analysis of the ways in which these methods contribute to advancement of knowledge in the discipline. In the latter case, linking experiences in a research methods subject to contemporary research questions in another more substantively focussed subject can enhance the impact of both subjects. In one department, for example, a sequence of research methods subjects are taught that cover research design, measurement approaches, data analysis and statistics, and a critical analysis of the role of these methods in the discipline. The department also offers a series of later year elective subjects in areas of staff expertise that utilise generic research skills in particular contemporary research settings. The joint aim is to enhance the understanding of research methods — by meaningful application — and to deepen knowledge in the particular area through a constructive analysis of the evidence base.

It is important to ensure that undergraduate students gain a thorough and increasingly deep understanding of research approaches (and their limitations) across a program of study. In many fields there are often different ways to address the same question and a constellation of experiences across a number of subjects may be most effective in instantiating the connection between knowledge and its discovery, as well as the strengths and limitations of particular methods of knowledge discovery. A mapping of these research skills across the subjects within a program of study is a sensible step in ensuring that graduates have an appropriately broad knowledge of research approaches, as well as a sufficiently rich experience in putting these methods into practice.

It should be stressed it is essential that the development of research skills builds on an appropriate level of discipline knowledge — it is necessary to make sure that when students are learning to exercise these skills themselves they have the underpinning discipline knowledge and skills for this learning to be effective. In other words, the development of research skills simply needs to occur at the right time in student development.

5. Build a small-scale research activity into undergraduate assignments

Traditionally, research projects at undergraduate levels have been confined to honours students in their final year. But there is no reason why students at all levels cannot benefit from small-scale research activities — and in recent years such activities have been used extensively in some courses (most notably in Business programs). These days, students in secondary and even primary schools are engaged in investigations which can be referred to as ‘research’, even if the scope is

necessarily very limited (for example, students exploring their own family histories).

The main objective of research projects at undergraduate level is to give students experience and understanding of the processes of research, and these can be mirrored in a small, short-term investigation – framing of the research question, literature review, choice of methodology, data gathering, writing up, reaching conclusions and identification of further research needs. Since the first of these —framing of the research question — is often the most difficult, it may be advisable to give undergraduate students help with this, in terms of a starting point, but they should still have to ‘unpack’ any question they are given.

If a full research project is not possible within any given subject, some aspects of the experience can be offered through strategies such as giving students the chance to analyse ‘real world’ data from an existing research project.

Another educational advantage of undergraduate research projects is that they lend themselves very readily to a group approach. It is one way of making it possible to conduct a project within a semester — to divide the different tasks among members of the group. This also mirrors the research model which is becoming dominant in most fields, group rather than individual research.

A student research project is, of course, the ideal form for independent, active learning – learning by doing, rather than just watching and listening. All of these ways of learning have their place, but it is surely a goal to which we should aspire — to give every student in the university the experience of conducting her/his own research and enjoying the unique kind of learning that comes with it.

6. Involve students in departmental research projects

Over time, universities have become very aware of how much postgraduate students contribute to the research activities – and output – of the nation. Undergraduate students also represent a great intellectual resource which is under-utilised. Many undergraduate students are very bright people – and quick learners. They have the qualities to make an excellent contribution to research projects while they are still studying. Of course, their role in research cannot be the same as that of postgraduate students – they need to build up the foundational knowledge and skills of the discipline and this is achieved largely through coursework. However, there is some potential for undergraduate students to participate in research teams – to their benefit and that of their departments.

Some universities in the United States have developed this potential to a significant extent – they make provision for students to work as junior members of research teams. In some cases, this opportunity is open to a select few, in others, it is an option offered generally to all students at a particular level of their course. Arrangements for remuneration vary – at some institutions, students receive credit towards their degrees, at others they are paid as research assistants, and in some cases they receive both.

Such schemes are not common in Australian universities and would require careful planning and monitoring. Staff would need to be confident that students had the required skills and that they could be given adequate supervision. But the benefits would more than compensate for this investment of time and energy. Students would have the immensely valuable experience of learning ‘on the job’, with experienced colleagues, and the projects would be able to draw on a pool of outstanding talent and, one would hope, enthusiasm.

Science students are able to complete a 300-level ‘Research project’ subject. These subjects are

available to students with an appropriate preparation, so that staff can be sure that students have the knowledge, skills and independence required to embark on such a project in third rather than fourth year (where this initial experience would more commonly occur). The nature of the project may be self-contained, with the student conducting a research project under the guidance of a supervisor — much like a mini-Honours project, but with closer supervision. Alternatively, at least one department in the Faculty of Science encourages students to be involved in a larger research program, becoming part of a research team and having individual responsibility for data collection and reporting on a component of the program. In this way, students become part of the research group and develop an understanding of the ongoing nature of a research program.

7. Encourage students to feel part of the research culture of the department

Most departments recognise the need to involve postgraduate research students in their research culture and have some strategies to achieve this – principally the departmental research seminar, to which postgraduate students are invited. From anecdotal evidence, the success of these attempts is mixed – too often attendance is poor, from both students and staff. It seems there is often little interest in others' research topics.

How can a vibrant research community be established, embracing postgraduate students? And can it be extended to undergraduate students? One possibility, especially in large departments, is to establish 'special interest groups' to meet from time to time and discuss topics of interest. These could be advertised to undergraduate students – the extra numbers would help to make them viable. The success of such groups seems to be dependent upon the enthusiasm and planning of the convener – and the quality of the refreshments provided!

Another effective procedure is to make students aware of the research activities of your colleagues, by referring to their areas of interest and achievements and, where appropriate, inviting them to speak to students formally or informally about their work. Most undergraduates would not have any idea of the research interests and strengths of the staff in the departments in which they are studying. Departments can also contribute to this awareness by displaying books and reports and by referring to important research work in newsletters and other communications.

Of course, some researchers simply meet regularly with postgraduate students, and in some cases senior undergraduates, to discuss issues of interest emerging from their research. These need not be formal occasions – students can be asked to raise problems and/or pose solutions, not to give papers.

8. Infuse teaching with the values of researchers

This may be the most important dimension of the 'teaching-research nexus'. It can be argued that the quality which makes higher education 'higher' and quite different from training is that it is grounded in a deep understanding of the provisional nature of knowledge. This encompasses not just an awareness that knowledge is always changing and growing, but that it is constantly challenged and revised and that its evolution involves many dead ends. From this understanding flow values that should characterise any learning activities at this level (research, after all, is a form of learning). Some of the most significant of these are:

- openness to the new, the unlikely, the unpredictable, even the unwelcome;
- 'objectivity', which may never be fully attainable, but is a goal to aspire to;
- scepticism about received theories - and new fashionable ones;

- honesty with oneself as well as others, in facing the implications of what is discovered;
- respect for evidence, no matter how 'messy' or inconvenient;
- respect for others' views, and a civility in disagreement, based on the awareness that knowledge advances through debate;
- tolerance of ambiguity, which is the safeguard against fundamentalism of all kinds;
- respect for the subjects of study;
- persistence, in the face of difficulty and confusion;
- analytical rigour, which will not allow for facile solutions;
- accuracy, which requires the self-discipline to attend fully;
- humility – the awareness that one may always be wrong, as many others have been before;
- willingness to admit error or uncertainty;
- the courage to be creative, to think 'outside the square'.

This is an ideal, of course – some might say more honoured in the breach than in the observance. But these are strong, enduring values which continue to underlie research activities in our universities. It is not always the case that they underlie teaching activities – sometimes the assumption is that undergraduate education is about conveying the certainties of the discipline and that any questioning or creativity comes later – for a select few. But surely it is possible in all disciplines to establish the firm knowledge base in a context of change, challenge and uncertainty – and to give undergraduates plenty of experience in confronting messy, ambiguous and contested areas. There are two main ways of addressing these values in undergraduate courses: teachers can model them in classroom interactions, and can structure learning experiences which require students to develop them.

A powerful pedagogical strategy is to admit uncertainty. It has to be handled carefully – students need confidence in their teachers. But to illuminate the terms of that uncertainty in a structured way and to suggest possible ways of tackling the issue can reinforce the concept of teacher as fellow learner and guide, who has enough experience and knowledge to suggest ways of tackling problems, not necessarily solutions.

Another effective procedure is to canvass opposing views on an issue, in a measured, judicious way. To lightly pour scorn on scholars from different camps is to encourage an intolerant, doctrinaire approach that runs counter to the values outlined above. Or, ask students to review different arguments and encourage them to adopt these values of openness, fairness, respect – and scepticism – in doing so.

9. Conduct and draw on research into student learning to make evidence-based decisions about teaching

This is a different aspect of the 'research-teaching nexus' from those presented above. The research referred to here is research in the field of Education, on student learning and the student experience. But the connection between teaching and research in this context is just as important. A somewhat anomalous feature of all universities is that academics who are deeply engaged with research findings in their own disciplines have little knowledge of the considerable body of research on how, and in what contexts, students learn most effectively.

They cannot be expected, of course, to become experts in the field, but there are many ways of

learning quickly about broad findings which can be extremely useful in planning and conducting courses. Almost all universities now have academic professional development centres. Part of their function is to distil the research literature into accessible forms for busy academics. The Centre for the Study of Higher Education produces publications which aim to do this and workshop programs based on research in the area. The Internet makes available a wide range of resources which draw on educational research in suggesting ways of developing teaching practices based on the findings.

Some academics may also wish to conduct research into teaching and learning themselves in order to make evidence-based decisions. Staff within particular disciplines may on their own, or in collaboration with educational research experts, carry out research into the impact and effectiveness of particular educational practices within subjects, programs of study, or courses. Experimental approaches are often not feasible but systematic local collection and analysis of data that can inform understanding of the relationship between educational practices and learning can be exceptionally helpful.

It is important to acknowledge that much educational research is complex and inconclusive in relation to effective learning. If we could find 'the answer' to how people learn, it would make teaching a lot easier, but of course there is no one way. People learn in a wide variety of contexts, in unpropitious circumstances, sometimes outside or even despite the teaching environment. It is virtually impossible to reach absolute conclusions with educational research, because it does not lend itself to controlled experimental conditions and the outcome measures will always be complex and problematic (if they are to truly reflect the nature of higher education, say, rather than the learning of very simple tasks). However, there is much research which is very useful and provides clear pointers to practices which are likely to enhance learning. Such research is a valuable supplement to the confirmation of teaching effectiveness which has always guided good teachers – evidence of student response and understanding.